ED 379 397   AA 001 258

Resources in Education (RIE). Volume 30, Number 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131), Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 379 398   CE 065 816

The Report of the Task Force on Distance Education.
PUB DATE- Nov 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; *Educational Change; Educational Development; Futures (of Society); Higher Education; Institutional Mission; Institutional Role; *Role of Education; *Technological Advancement; Universities
IDENTIFIERS- *Pennsylvania State University

This report discusses distance education at Penn State and in a national context as well as considers its potential use and application in the university's future. Distance education is a most important resource that must be brought forcefully into the mainstream of activity in higher education. Increased learning benefits to students are the primary and most compelling argument for advancing distance education. Penn State must view technology as a central component in its strategic future and seize the opportunity to become a leader in its development and use. Three sweeping and pervasive forces acting upon all institutions of higher learning relate directly to the role that distance education should or must play in the future: a changing student population, the technological revolution, and a changing economic picture. Unique and special circumstances at Penn State predispose the university toward an augmentation of its distance education activities: the historic tradition of distance education, its multicampus structure, and its research and service missions. The task force made six

ED 379 418 CE 068 098

Concrete Practices & Procedures. Instructor Manual. Trainee Manual.
PUB DATE- Jun 92
NOTE- 200p.; For related documents, see CE 068 095-096 and CE 068 099-102.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Building Trades; *Cement Industry; *Construction (Process); Construction Industry; *Construction Materials; Instructional Materials; Postsecondary Education; *Safety; Safety Education; Teaching Guides

This packet consists of the instructor and trainee manuals for a concrete practices and procedures course. The instructor manual contains a schedule for an 80-hour, 10-day course and instructor outline. The outline provides a step-by-step description of the instructor's activities and includes answer sheets to accompany questions on information presented in films, examples, homework assignments, answer sheets to exercises, and directions for hands-on activities. The trainee manual is divided into 11 sections. Each section may contain some or all of these components: a list of objectives, instructional or informational materials, exercises, and worksheets. The 11 sections cover the following: safety, construction math, project planning, site preparation, forming for placement, placement and consolidation, finishing and curing, form stripping and clean-up, concrete admixtures, sawing concrete, and concrete repair and rehabilitation. Appendixes contain the following: glossary of general cement and concrete terms, glossary of terms for concrete tools and equipment, and glossary of terms for concrete formwork and accessories. (YLB)

ED 379 419 CE 068 099

Practices & Procedures of Mason Tending I & II. Instructor Manual. Trainee Manual.
PUB DATE- May 92
NOTE- 179p.; For related documents, see CE 068 095-096 and CE 068 098-102.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Building Trades; Cement Industry; Construction Industry; *Construction Materials; Instructional Materials; *Masonry; Postsecondary Education; *Safety; Safety Education; Teaching Guides

This packet consists of the instructor and trainee manuals for two courses: practices and procedures of mason tending I and II. The instructor manual for mason tending I contains a schedule for a 40-hour, 5-day course and instructor outline. The outline provides a step-by-step description of the instructor's activities and includes answer sheets to accompany questions on information presented in films, examples, homework assignments, answer sheets to exercises, and directions for

ED 379 437   CE 068 206

Champaign County National Workplace Literacy Program. Workplace Literacy Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 293p.; For related documents, see CE 068 205-207. Some pages contain light, broken print which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Cognitive Style; *Curriculum Development; *Job Skills; Labor Force Development; Lesson Plans; Lifelong Learning; *Literacy Education; Metacognition; *Quality Control; Statistical Analysis; Teaching Methods
IDENTIFIERS- *Ohio (Champaign County); *Workplace Literacy

This workplace literacy curriculum is based on neuropsychological brain behavior research and the principles of continuous improvement in a learning environment. Section 1 explains the choice of this model. Section 2 defines the need for this type of workplace curriculum. Sections 3 and 4 discuss the method of building the thematic units and delivery model. Section 5 describes three steps in the evolution of this curriculum. Section 6 explains briefly both the form and substance of the daily lesson plans. A curriculum timeline is followed by content outlines for four thematic units developed in this curriculum process: internal job papers, statistical process control and application, quality issues, and cycle times. The thematic units are subdivided into literacy skills--content, thinking, and social--under which subskills are categorized. The appendixes contain examples of materials referenced in the curriculum. Lesson plan samples provide materials list, objective, metacognition, transition/practice, job application, and required handouts. Other appendixes include the following: sample pages from a learning style profile; puzzles to assess simultaneous and sequential processing; materials on teams; materials used during the portion of the training cycle the deals with work related skills and applications; and materials used during the applications session that involves work-related situations and materials. (YLB)

ED 379 438   CE 068 207

Coston, Caroline; Dagard, Cesar
Champaign County National Workplace Literacy Project. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 102p.; For related documents, see CE 068 205-206.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Evaluation Methods; *Job Skills; Labor Force Development; Lifelong Learning; *Literacy Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Ohio (Champaign County); *Workplace Literacy

An external evaluation of the Champaign County (Ohio) Workplace

ED 379 456   CE 068 268

Infection Control Protocol for Student Clinical Experiences. A Protocol Document for Health Occupations Education Programs in Missouri.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Allied Health Personnel; Communicable Diseases; Disease Control; *Guidelines; Hazardous Materials; High Schools; Hygiene; *Occupational Diseases; *Occupational Safety and Health; *Safety Education; School Policy; State Standards; Vocational Education
IDENTIFIERS- Missouri

Developed especially for high school health occupations education programs in Missouri, this guide uses U.S. Occupational Safety and Health Administration (OSHA) rules as a base for guidelines for student participation in health care. The document informs administrators and teachers about special circumstances that must be considered in the education and supervision of students. It is intended to be used to inform parents and students of potential risks and as a resource in establishing school policy for clinical practice. The first part of the document establishes the protocol for infection control, including information on establishing school policy, informing students and parents, educating students, evaluating students in clinical sites, and keeping records. The largest part of the document contains the following 13 appendixes: (1) sample letter to administrators, directors, and counselors; (2) sample immunization record and record for mastery of student outcomes; (3) sample Hepatitis B vaccination declination form; (4) sample letter to students and parents for meeting on infection control; (5) sample agenda for meeting on infection control; (6) sample record of participants for the information meeting on infection control; (7) sample permission form for Hepatitis B vaccination; (8) OSHA final rule on exposure to bloodborne pathogens; (9) background information on microbiology, body substance precautions, precautions for airborne diseases, health care workers' responsibilities in developing safe work habits, and information on occupational exposure and infections; (10) body substance precautions alert sign; (11) infection control achievement test with answer key; (12) checklist for maintenance of student records and forms; and (13) resource guide listing three print resources and seven agencies and associations. Contains 23 references. (KC)

ED 379 457   CE 068 270

Skills for Health Care Assistants Vol. II. Supplemental Units for Health Care and Nurse Assistants Programs. Student Guide. Instructor Key. Revised.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Aug 94
NOTE- 323p.; For volume I, see ED 367 822.
LANGUAGE- English

ED 379 475 CE 068 299

Use of the System of Comparability of Vocational Training Qualifications by Employers and Workers. European Report. CEDEFOP Panorama. 1st Edition.
PUB DATE- 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; *Employment Counselors; Employment Qualifications; Foreign Countries; Geographic Location; Information Services; Information Sources; Information Utilization; *International Cooperation; International Programs; Job Skills; Job Training; *Labor Market; *Occupational Information; *Occupational Mobility; Postsecondary Education; Relocation; Secondary Education; Vocational Education
IDENTIFIERS- *European Union

A study evaluated the use of comparability of vocational training qualifications by both employers and workers in the European Community. The appropriate equivalences (joint description and comparative survey of vocational training qualifications) had been published for 16 of a total of 19 sectors or occupational groups. All Euroadvisers (n=240) were sent a standardized questionnaire in 1993; 86 usable questionnaires were returned. (Euroadvisers are members of the European Employment Service System EURES network.) Usable telephone interviews with approximately 100 national coordinators were conducted. Findings indicated that national experts differed as to the level of usage of the comparability system. Counseling was primarily sought by workers, students, or institutions of vocational or further training; 49 of 90 interviewees were familiar with the system of comparability; and most interviewed experts used the publications in the Official Journal of the European Union and the information sheets on individual occupations or brochures on individual occupational fields for information about the system of comparability. About half felt that the way in which the information was available was very suitable for their guidance and placement activities. In the majority of cases, informational material was used as background material for job placement or career guidance. Direct use by workers and employers had been extremely low. Workers and employers were most interested in information about certificates and practical occupational requirements. (YLB)

ED 379 476 CE 068 300

Gallaher, Leo
Vocational Education and Training in Ireland.
PUB DATE- 94
NOTE- 108p.; For related documents, see CE 068 301 and ED 372 240.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Continuing Education; Educational Administration; Educational Certificates; *Educational Development; *Educational History; Foreign Countries; Job Skills; *Job Training; Labor Force Development; Postsecondary Education; Secondary Education; Sex Fairness; *Student Certification; Student Evaluation; *Vocational Education

ED 379 493   CE 068 320

Crawford, Clarence C.
Multiple Employment Training Programs. Major Overhaul Needed To Create a More Efficient, Customer-Driven System. Testimony before the Subcommittee on Postsecondary Education, Training and Lifelong Learning, Committee on Economic and Educational Opportunities, House of Representatives.
PUB DATE- 6 Feb 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Comparative Analysis; Cooperative Programs; Cost Effectiveness; *Employment Programs; Federal Aid; Federal Legislation; *Federal Programs; *Job Training; Program Effectiveness; Program Evaluation; *Program Improvement

Today, 163 federal programs scattered across 15 federal agencies provide employment training assistance. Although they frequently target the same clients, share the same goals, compete for funds, and provide similar services, agencies maintain separate administrative structures that devote staff and other resources to administer, monitor, and review program implementation. People have difficulty knowing where to begin to look for assistance because the system lacks clear entry points and clear paths from one program to another. Most agencies lack the basic information needed to manage their programs or measure their performance. Even when participant outcome data are obtained, few programs know whether participants would likely have achieved the same outcomes without the program. For those programs that have been studied using a comparison of participant and nonparticipant outcomes, the results have not been encouraging. A major overhaul and consolidation of programs is needed to create an effective and efficient employment training system with the following features: easy access to services; efficient use of resources; a wide variety of employment training services; and program administrator accountability for results, while allowing states and local agencies flexibility to determine how best to meet the needs of their communities. (Appendixes include an annotated list of 12 related General Accounting Office products, list of federal programs that provide employment training assistance, and four charts.) (YLB)

ED 379 494   CE 068 321

McLarty, Joyce R.; Palmer, Helen T.
Are High School Students Ready To Work? A Progress Report from the Work Keys System: ACT's Nationwide Program for Building Workplace Skills.
PUB DATE- Jun 94
NOTE- 43p.; Paper presented at the Annual Conference of the International Personnel Management Association Assessment Council (Charleston, SC, June 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Basic Skills; Education Work Relationship; *Employment Potential; High Schools; High School Students; Information Systems; Information Utilization; Job Analysis; *Job Skills; *Occupational Information; Postsecondary Education; *Student Evaluation; Task Analysis; Vocational

ED 379 516 CE 068 367

Shuler, Jacqueline
Basic Strategies in Blueprint Reading for United Technologies-Automotive.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 48p.; For related documents, see CE 068 362-366 and CE 068 370-373. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Blueprints; Inplant Programs; *Job Skills; *Learning Activities; Literacy Education; *On the Job Training
IDENTIFIERS- *Automobile Industry; Workplace Literacy

This document contains the instructional materials developed and presented in a 39-hour course for employees of an automotive assembly plant. The course is an introductory look at blueprint reading using blueprints similar to those used at the company. Worksheets and tests relating to the blueprints are included. The course covers an introduction, metric units, tolerancing, precision measuring, and reading blueprints. (KC)

ED 379 517 CE 068 370

Vitale, Edmund, Jr.
Project VISIONS. Enhancing Your Employment through Educational Opportunities. Student Workbook for Increasing Vocabulary for Hospital Workers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 67p.; For related documents, see CE 068 362-367 and CE 068 371-373. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Allied Health Occupations Education; *Hospital Personnel; *Learning Activities; *Literacy Education; Medical Services; *Medical Vocabulary; Spelling; Spelling Instruction; *Vocabulary Development; Vocabulary Skills; Word Lists
IDENTIFIERS- *Workplace Literacy

This packet contains an instructor guide and student workbook detailing 32 activities that hospital workers can use in a classroom setting to improve their vocabulary and spelling skills. The activities encompass the following: (1) different ways to look up words to spell them correctly; (2) pronunciation of words used around the workplace; (3) word labeling and categorization activities that allow us to look at these workplace words from different points of view and in different contexts; and (4) development of a personal handbook of workplace terms that students can use to study, record new words, and use at their jobs. The packet contains a syllabus for the 13-week course, including information on instructional goal, course description, objectives, rationale for the course, grading system, and major curriculum topics. A pre- and post-evaluation and an answer key for the student activities are also included. (KC)

ED 379 537 CG 025 930

Kenny, Maureen E.; Stryker, Sonia

Social Network Characteristics of White, African-American, Asian and Latino/a College Students and College Adjustment: A Longitudinal Study.

PUB DATE- Aug 94

NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Asian Americans; Black Students; College Environment; *College Freshmen; Cross Cultural Studies; Higher Education; Hispanic Americans; Interpersonal Relationship; Longitudinal Studies; *Racial Differences; School Orientation; Social Cognition; *Social Networks; Sociocultural Patterns; *Student Adjustment; Student College Relationship; White Students

IDENTIFIERS- African Americans; Asian American Students; Hispanic American Students; Latinos

The social network characteristics of a culturally and racially diverse group of first-year college students (n=208) and white students (n=84) attending the same college were examined at the time of college entry and at the beginning of the second semester. Relationships between network characteristics and college adjustment in the second semester were also explored. White students reported larger social networks and more interaction with perceived sources of support than Asian and Latino/a students. Asian students obtained a larger percentage of support from college faculty/staff by the second semester than other students. Multiple regression analyses suggest that obtaining support from family members is positively associated with personal and social adjustment for students of color, while obtaining support from pre-college friends is negatively related with institutional attachment. For white college students, obtaining support from college friends was positively associated with social adjustment and institutional attachment. Having network members that increase one's self-esteem was associated with personal adjustment and institutional attachment for students of color and with academic, social and personal adjustment for white students. In addition, having network members that one could get together with for fun and relaxation was associated with social adjustment for students of color, and having network members that can be counted on to loan things was associated with social adjustment and institutional attachment. (Author/RB)

ED 379 538 CG 025 931

Young, Gordon H.

Developing Student's Knowledge, Intervention Skills, and a Willingness To Participate in Decreasing School Bullying: A Secondary School's Use of the Curriculum Approach.

PUB DATE- 94

NOTE- 85p.; Doctoral Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Adolescents; Aggression; *Class Activities; Coping; Delinquency; Educational Environment; Policy Formation;

ED 379 557 CG 025 995

Cunanan, Esmeralda S.; Maddy-Bernstein, Carolyn
The Role of the School Counselor.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Career Exploration; *Career Guidance; Children; Counselor Role; Counselor Teacher Cooperation; Elementary Secondary Education; *School Counseling; *School Counselors; School Guidance; *Student Development; *Student Needs

The School-to-Work Opportunities Act of 1994 emphasizes counselor involvement in improving the academic, career, and occupational opportunities of all students. This paper focuses on the problem of defining the role of the school counselor and provides a review of the literature in three areas: (1) student counselees and their needs; (2) the school counselor's role; and (3) how counselors can better assist the nation's increasingly diverse student population. Traditionally, the school's guidance program was considered an ancillary student service isolated from the instructional program. Today, there is general agreement that guidance program refers to a comprehensive, developmental program designed to benefit all students. Career guidance and counseling are now considered one component of a total career education program. Although more unified in purpose, counselors must now meet the needs of an increasingly diverse student population and must, therefore, restrain their own bias in their responsibility to all students. They must help students reach decisions without imposing their own views on student potential. To realize their goals, counselors must have clearly defined roles in the school; their added burden of auxiliary or administrative support functions must be eliminated. Given proper support, counselors can make a difference in students' lives. Contains 13 references. (RJM)

ED 379 558 CG 025 996

Ringwalt, Christopher L.; And Others
Past and Future Directions of the D.A.R.E. Program: An Evaluation Review. Draft Final Report.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Sep 94
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; *Drug Education; Drug Use; Early Intervention; Elementary Education; Health Education; Intervention; Outreach Programs; Police; *Police School Relationship; *Prevention; Program Effectiveness; Program Evaluation; Substance Abuse
IDENTIFIERS- *Drug Abuse Resistance Education Program

Drug Abuse Resistance Education (DARE) was designed to prevent students' use of tobacco, alcohol, and other drugs by using trained, uniformed police officers in the classroom. This

ED 379 577 CG 026 079

Barletta, John
Legal and Ethical Issues for School Counselors: Supervision as a Safeguard.
PUB DATE- Feb 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Codes of Ethics; Confidentiality; Counselors; *Ethics; Legal Problems; *Legal Responsibility; *School Counseling; *School Counselors; School Psychologists; Standards; *Supervision; Supervisor Qualifications
IDENTIFIERS- Counselor Supervisors; Dual Relationships (Counseling); Informed Consent; *Professional Concerns; *Professional Ethics

In the past 20 years, counselors have become increasingly aware of the legal and ethical issues related to counseling. This paper addresses the various legal and ethical topics relevant to school counselors. Since counselors need to make informed decisions based on statutes, codes of ethics, professional standards, community expectations, and clinical judgment, some of the more common ethical dilemmas are discussed here. These include informed consent, client privacy, duty to warn, dual relationships, and computer technology. After outlining the counselor's role and the importance of supervisory safeguards, some key points, of which counselors, supervisors, and administrators should be aware, are identified: (1) Litigation aimed at counselors has increased; (2) School counselors and mental health professionals in clinical settings face similar issues; (3) A school counselor's myriad tasks mandate appropriate supervisory support--clinical supervision should be handled by a counselor who has appropriate training in supervision methods; (4) Counselors' competence in new areas can be gained via in-service training; (5) Counselors should update their knowledge of legal and ethical issues affecting their practices and should consult with the professional association and legal counsel when problems arise. Attention to legal and ethical issues is essential for responsive, comprehensive, and professional service to schools. (RJM)

ED 379 578 CG 026 081

Dykeman, Cass; Sampson, Dick
The Use of a Fishbowl Training Facility with Counselor Education Students.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling Psychology; Counseling Techniques; Counselor Educators; Counselor Evaluation; Counselors; *Counselor Training; Observation; *Observational Learning; *Training Methods; Training Objectives
IDENTIFIERS- *Eastern Washington University; Training Centers; Two Way Communication Devices

One of the early training innovations in counselor preparation consisted of fishbowling. This article describes the theoretical background, development, and use of a fishbowl facility in the human services training programs of a counselor

ED 379 597 CS 011 994

Flood, James; And Others
Teacher Book Clubs: A Study of Teachers' and Student Teachers' Participation in Contemporary Multicultural Fiction Literature Discussion Groups. Reading Research Project No. 22.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Discussion Groups; Fiction; Higher Education; *Multicultural Education; *Student Attitudes; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Book Clubs; *Cultural Sensitivity; Discourse Communities; Flood and Lapp Coding System; Multicultural Materials; Response to Literature

Over a 2-year period, several teacher book clubs were studied. Teachers' and preservice teachers' responses to a series of texts that focused on multiculturalism in American society were examined. Twelve elementary school teachers, representing four ethnic groups (European American, Asian American, African American, and Hispanic), volunteered to participate in the book club. Ten preservice teachers, representing four ethnic groups, participated in the preservice teachers' reading discussion group as part of a teacher education course. Teachers read and discussed a collection of multicultural titles including works of Sandra Cisneros, Amy Tan, and Toni Morrison. Sessions were videotaped and analyzed using the Flood and Lapp Coding System. Results indicated different patterns for teachers and student teachers. Student teachers expanded and responded to conversational utterances more often than did teachers. Teachers, however, asked and answered more questions, redirected the discussion and retold parts of the stories more often than student teachers. Both groups believed that they grew in their understanding of sensitivity toward multiculturalism. By talking about the feelings, thoughts and actions of literary characters, participants gained insights about cultures of which they had previously had limited knowledge. (Contains the coding system, 7 tables, 8 figures of data, and 27 references.) (Author/TB)

ED 379 598 CS 011 995

Jones, Deneese L.; And Others
Project Authentic Connections: Performance-Based Assessment in Reading/Language Arts Courses for Preservice Teachers.
PUB DATE- Nov 94
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; English Teacher Education; *Evaluation Methods; Higher Education; *Language Arts; Methods Courses; *Preservice Teacher Education; *Student Participation; Theory Practice Relationship
IDENTIFIERS- Alternative Assessment; Kentucky Education Reform

ED 379 616 CS 012 015

Niles, Karen; Bruneau, Beverly
Portfolio Assessment in Preservice Courses: Scaffolding Learning Portfolios.
PUB DATE- Dec 94
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Higher Education; *Learning Processes; *Methods Courses; Methods Research; *Portfolio Assessment; *Preservice Teacher Education; Student Evaluation; Student Journals; *Theory Practice Relationship
IDENTIFIERS- Collaborative Research

Portfolio assessment is increasingly used in teacher education courses as teacher educators become aware of the importance of modeling best practice in methods classes. However, implementing portfolio instruction is not an easy task. Because this approach to evaluation is so different from previous educational experiences, preservice students typically struggle with defining how they can create portfolios representative of their learning. A collaborative study, conducted by two professors who recently implemented portfolios in their methods courses, examined the use of portfolios as a means of facilitating students in their creation of their own learning goals and in their own assessment of their professional development in language and literacy classes. Data for the study included portfolios submitted by students enrolled in the professors' classes, comments and letters written by the professors to their students, audio-taped interviews of two focal students from each class, and reflective journals written by both of the professors themselves. The data were analyzed in two ways. One professor analyzed the data through searching for categories of responses. The second professor analyzed the data searching for overall themes. Findings indicate that emerging among students is an inquiry stance toward teaching that involves revision of lessons, focus on the process of lessons, and an emphasis on learning about students personally. The themes of "learning to plan" and "learning to look at students as learners" frequently appeared in student portfolios. (Contains 15 references and an appendix on the "language development class.") (TB)

ED 379 617 CS 012 016

Berger, Allen
Assessing the Future.
PUB DATE- 18 Mar 95
NOTE- 25p.; Paper presented at the Annual Illinois Reading Conference (27th, Springfield, IL, March 18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Disabilities; Disadvantaged Youth; *Educational History; *Educational Trends; *Literacy; *Literacy Education
IDENTIFIERS- *Educational Issues; Historical Background

ED 379 636   CS 012 042

Brown, Rachel; And Others
A Quasi-Experimental Validation of Transactional Strategies Instruction with Previously Low-Achieving, Second-Grade Readers. Reading Research Report No. 33.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 2; *Instructional Effectiveness; Primary Education; *Reading Achievement; Reading Improvement; Reading Research; *Reading Strategies; *Remedial Reading; Teaching Methods
IDENTIFIERS- *Students Achieving Independent Learning; *Transactional Strategies Instruction

A study investigated the effectiveness of the Students Achieving Independent Learning (SAIL) program, an educator-developed approach to transactional strategies instruction (TSI). Five groups of six previously low-achieving second-grade students received a year of transactional strategies instruction and five groups of six students received a year of more conventional reading instruction provided by teachers who were highly regarded by school district personnel. Each of the 10 groups was housed in a different classroom, with each SAIL group matched to a comparison group that was close in reading achievement level and matched demographically to the school providing the SAIL group. By the end of the academic year, there was clear evidence of greater knowledge and use of strategies by the TSI students, greater acquisition of information from material read in reading group, and superior performance on standardized reading tests. Findings suggest a clear validation to date of educator-developed transactional strategies instruction. (Contains 53 references and five tables of data. A sample SAIL lesson is attached.) (Author/RS)

ED 379 637   CS 012 043

Collins, Norma Decker; Alex, Nola Kortner
Gifted Readers and Reading Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; *Gifted; *Reading; *Reading Instruction; Reading Research; *Student Needs; *Teacher Role; Whole Language Approach
IDENTIFIERS- Educational Issues; ERIC Digests

Questions about gifted readers and how best to teach them have been posed for years and continue to be posed by educators today. A review of current research helps to clarify how to identify gifted readers and what they need in the way of classroom instruction. The general consensus is that reading programs for the gifted should be specialized and should focus on critical and creative reading. Some programs which are currently popular in schools are the triad enrichment model,

ED 379 659 CS 214 729

Law of the Student Press. Second Edition.
PUB DATE- 94
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Advertising; Censorship; Copyrights; Freedom of Information; *Freedom of Speech; Higher Education; High Schools; *Journalism; *Legal Responsibility; Libel and Slander; *Student Publications; Student Rights
IDENTIFIERS- First Amendment; Hazelwood School District v Kuhlmeier; *Scholastic Journalism

Noting dramatic changes in First Amendment protections for high school students and new legal issues facing college newspaper editors, this book describes in detail the legal rights and responsibilities of both the high school and college press. While the book is extensively footnoted, it intentionally avoids "legal-ese" and "brings law to life" for students and educators. The book begins with brief discussions of the Student Press Law Center, and the American court system and legal citations. Chapters in the book are: (1) Introduction (a position statement); (2) Freedom of Expression: The Cornerstone of a Free Society; (3) Ethical Journalism; (4) Through the Schoolhouse Gate: "Tinker" Sets the Standard; (5) High School Press Freedom: The Impact of "Hazelwood"; (6) College Press Freedom; (7) Private Schools and Press Freedom; (8) The "Underground" Press; (9) The Electronic Media; (10) The Rights of Advisers; (11) Fighting Censorship; (12) Defamation; (13) Invasion of Privacy; (14) Obscenity; (15) Copyright Law; (16) Liability for the Student Press; (17) Reporters' Privilege; (18) Freedom of Information Law; and (19) Advertising and Business Concerns. Thirteen appendixes include codes of ethics, policy statements by various organizations, model legislation, a sample open records request letter, and a list of national student media organizations. (RS)

ED 379 660 CS 214 731

Lensmire, Timothy J.
Writing for Critical Democracy: Student Voice and Teacher Practice in the Writing Workshop.
PUB DATE- Dec 94
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Student Needs; *Teacher Role; *Teacher Student Relationship; Writing (Composition); *Writing Instruction; *Writing Processes; *Writing Workshops
IDENTIFIERS- Critical Pedagogy; Voice (Rhetoric)

Two important schools of thought in the teaching of writing are those of the "writing workshop" and "critical pedagogy." Both encourage expression on the part of the student, but while

ED 379 678 CS 214 751

McCabe, Nancy
Gender Inequity in the Workshop: Methods Which Silence Women Writers.
PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Writing; *Females; Feminism; Graduate Students; Group Dynamics; Higher Education; *Sex Bias; *Sex Role; *Womens Education; Writing Instruction; *Writing Workshops
IDENTIFIERS- *Speaking Style

In a creative writing workshop of seven male and nine female graduate students, two female students became increasingly aware of a sexual bias. Though the male instructor made an effort to create a non-hierarchical, student-centered environment, informal hierarchies developed among students that granted the male instructor and the male students more authority. The males seemed to be doing most of the talking, the women most of the listening. To test this observation, two female students took turns timing and recording discussions (but in a non-scientific way). Results showed that men talked nearly twice as often as women. Further, men usually talked first; they set the agenda and women merely responded to it. According to gender theorists, socialization leads both men and women to contribute to a dynamic that allows men to talk more. Further, the traditional writer's stance is that art and politics should remain separate, a philosophy that makes it particularly uncomfortable for women to address political issues. Deborah Tannen's "You Just Don't Understand" sheds some light on the situation. She suggests that men and women have different conversational goals: women talk to connect with others; men talk to gain status. Also, the workshop process may go against women's styles of learning. In "Women's Ways of Knowing," Belenky and her colleagues found that women learned better through "connected knowing"--learning based on empathy, listening, and believing rather than doubt, antagonism and competitive turn-taking. (TB)

ED 379 679 CS 214 752

Richards, Patricia A.
Using Dialogue Journals To Enhance Writing Skills.
PUB DATE- Apr 95
NOTE- 41p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Dialog Journals; *Free Writing; Grade 3; *Journal Writing; Primary Education; *Student Journals; *Teacher Student Relationship; Teaching Methods; *Writing Exercises; Writing Instruction
IDENTIFIERS- Dialogic Communication; New Jersey

Research suggests that the informal language of journals is very important. Language scholars such as J. Vygotsky (1962), J. Moffell (1968, 1982), P. Elbow (1973, 1982), and M. Shaughnessy (1977) believe that human beings find meaning through

ED 379 697 CS 508 816

DeSurra, Christopher J.; Church, Kimberley A.
Unlocking the Classroom Closet: Privileging the Marginalized Vocies of Gay/Lesbian College Students.
PUB DATE- Nov 94
NOTE- 46p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; Homophobia; *Homosexuality; *Lesbianism; *Social Discrimination; *Student Attitudes; Student Needs; *Teacher Student Relationship; *Undergraduate Students
IDENTIFIERS- California (South); Focus Groups Approach; Marginality

A study of investigated perceptions of gay/lesbian undergraduates regarding their sense of marginalization or alienation in the college classroom. Two research questions were posed: (1) What, according to gay/lesbian students, are the characteristics of classroom environments that create feelings of marginalization? and (2) What, according to gay/lesbian students, are specific strategies employed to cope with these feelings? The participants were interviewed alone and in six focus groups of five or six students from southern California universities. Their responses, often taking the form of a narrative, were charted and categorized along two continuums representing a range of responses to the two research questions. The first continuum, the "marginalizing-centralizing continuum" ranges from narratives documenting "explicit marginalization" or homophobia on the part of instructors and students in a class and "implicit marginalization"--avoiding issues of homosexuality when they arose in the classroom, to narratives documenting "implicit centralization" and "explicit centralization" involving unplanned and planned inclusion of gay/lesbian views. The second continuum ranges from narratives documenting "response outing," that is, responses to marginalization that involve a direct confrontation or announcement of sexual orientation in the classroom to narratives documenting "response remaining closeted," "preoccupation/no active response" and "dropping out." The wealth of narratives documenting explicit marginalization and the suffering such practices induce in gay/lesbian students demands that sensitivity be implemented into the college curriculum. Too often, gay/lesbian students have been silenced in research; exploring homosexual issues with more qualitative methods can access important details that cannot possibly come through quantitative methods. (TB)

ED 379 698 CS 508 817

Roberto, Anthony J.; And Others
Orientation to Co-Learning among University Extension Personnel.
PUB DATE- Nov 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

ED 379 716 CS 508 835

Gorcyca, Diane Atkinson
A Descriptive Analysis of Relationships of Basic Course Students.
PUB DATE- Nov 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Research; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Introductory Courses; *Sex Differences; Speech Communication; *Undergraduate Students
IDENTIFIERS- Conversation

A study investigated who students think of when they are faced with the issues of relationships during a basic communication course--their friends from high school, their new friends from college, a parent, or a sibling. Subjects, 70 women and 41 men enrolled in a hybrid basic communication course, completed a relationship questionnaire. Results indicated that both male and female subjects submitted a same-sex friend as the most frequent description of the person to whom they were closest, and 59% of the subjects said they had been closest to this person for under five years, indicating the fluctuation present in the college student's social structure. Results also indicated that (1) males selected sports and hobbies as topics of conversation at a higher percentage than did females; (2) females reported a greater use of the topic of shared activities than did males; (3) men, more than women, indicated they discussed attitudes towards particular social issues; and (4) males indicated a greater propensity to discuss religion that did females. Future research will focus more in-depth on the issue of gender of participant and selection of topic. (Contains 30 references and two tables of data. The relationship questionnaire is attached.) (Author/RS)

ED 379 717 CS 508 836

Beebe, Steven A.; Ivy, Diana K.
Explaining Student Learning: An Emotion Model.
PUB DATE- Nov 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Affective Behavior; Affective Measures; Communication Research; Elementary Secondary Education; *Emotional Response; Learning; Literature Reviews; Models; Research Methodology; Research Needs; *Student Reaction; *Teacher Behavior
IDENTIFIERS- *Communication Behavior; *Communication Context; Emotion Theory

Student emotional response to teacher classroom behaviors may offer a theoretical framework for explaining student learning. Such a framework may encompass other models, such as arousal/motivation or identification, in offering an

ED 379 736 EA 026 452

Uerling, Donald F.; Strope, John L., Jr.
Gender Preferences in Professional Hiring.
PUB DATE- Nov 94
NOTE- 14p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (40th, San Diego, CA, November 17-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Affirmative Action; Constitutional Law; Court Litigation; *Equal Opportunities (Jobs); Equal Protection; *Faculty Integration; Faculty Recruitment; Federal Legislation; Females; Higher Education; Reverse Discrimination; *Sex Discrimination; *Sex Fairness

Many departments in higher education institutions actively recruit women and minority candidates for faculty positions. When a department decides that an available position should be filled by a woman, are the supporting rationales legally sound? This paper describes some basic principles of federal law that address issues of affirmative action and reverse discrimination. It discusses the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution and federal statutes, particularly, Title VII of the Civil Rights Act of 1965. Court litigation regarding affirmative action and reverse discrimination is also reviewed. Some general observations are made about the legal viability of various affirmative-action plans that extend some kind of preferences to women. Such preferences have been struck down because there was not sufficient evidence of an intent to remedy the legacy of discrimination against women. On the other hand, gender preferences have been upheld when courts found that both of the basic requirements about goals and means have been met. First, the evidence demonstrated a need to remedy the legacy of discrimination against women. Second, the preferences were substantially related to the problem sought to be remedied and did not unduly burden the interests of innocent men who were disadvantaged by the preference. (LMI)

ED 379 737 EA 026 456

Michel, George, J.; Smith, William Gause; Vickers, Dianne Koenig; Brown, Elsie
Religious Diversity in the Schools.
PUB DATE- Feb 94
NOTE- 64p.; Paper presented at the Management Institute of South Carolina State University (Hilton Head Island, SC, February 25-28, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Constitutional Law; *Court Litigation; Elementary Secondary Education; Federal Legislation; *Freedom of Speech; Politics of Education; *Religious Conflict; Religious Cultural Groups; School Prayer; *State Church Separation; Student Rights

This document contains four papers that address constitutional issues of religious diversity in the schools. The first paper, "Religious Diversity in the Schools--The Overview" (George J. Michel), provides an overview of religious diversity in American public schools, with a focus on the long history of

ED 379 755   EA 026 498

Chion-Kenney, Linda; Hymes, Donald L., Ed.
Site-Based Management and Decision Making: Problems and Solutions. Critical Issues Report No. 28.
PUB DATE- 94
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decentralization; *Educational Change; Elementary Secondary Education; Interprofessional Relationship; Organizational Change; *Organizational Development; *Participative Decision Making; Resistance to Change; *School Based Management

This publication examines the situations in which school-based management has worked and, conversely, those in which it failed to meet expectations. It attempts to identify exactly what school-based management (SBM) is and what it is not. Information was obtained from interviews with researchers and practitioners, a review of literature, and a 1993 survey of administrators. Section 1 offers a definition of SBM, identifies criteria for making it work, and describes the historical and global contexts in which collaborative work environments develop. Section 2 illustrates how SBM is being implemented in eight different schools--successfully and unsuccessfully--and reviews both common barriers and gains. The third section offers a sampling of thoughts, tips, and strategies as they relate to the personal, interpersonal, managerial, and organizational issues necessary for effective implementation of SBM. The final section summarizes some of the major issues raised: (1) SBM is about embracing a new mindset; (2) authentic and effective SBM results from negotiating certain trends and issues as they apply to specific settings and situations; (3) there is no one model or best way; (4) eight criteria for determining school readiness for SBM include commitment, attitude, purpose, action, leadership, readiness, character, and steadfastness; (5) SBM may not be appropriate in some situations; (6) SBM has a rich heritage; and (7) SBM could result in changing the status quo. Contains 84 references. (LMI)

ED 379 756   EA 026 499

Russell, Wendy R.
Preparing Collaborative Leaders: A Facilitator's Guide. Resources and Materials.
PUB DATE- Sep 94
NOTE- 564p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Collegiality; *Educational Cooperation; Elementary Secondary Education; Interprofessional Relationship; *Leadership; *Leadership Training; *Management Development; Organizational Climate; Organizational Communication

This facilitator's guide offers tools for training leaders to

ED 379 775 EA 026 521

Oregon Schools for the 21st Century: Oregon Report Card 1993-94. An Annual Report to the State Legislature on Oregon's Public Schools.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Outcomes of Education; School Restructuring; *State Norms; *State Programs; State Standards; *Statewide Planning
IDENTIFIERS- *Oregon

The Oregon Report Card is an annual portrait of the state's public schools. The first five sections describe statewide progress toward implementing Oregon's Educational Act for the 21st Century, some of the state's exemplary school-improvement programs, and the clear relationship between Oregon's program and national education goals. The remaining sections provide detailed information about 15 subjects, describing the work schools and the Department of Education are undertaking to address the Act's specific goals. The 15 areas include: academic achievement, school finance, staff characteristics, student demographics, talented and gifted programs, alternative learning environments, special education, compensatory education, comprehensive counseling, professional-technical education, early childhood education, libraries and media centers, distance-learning programs, school transportation, and school nutrition. Thirty tables are included. Demographic profiles of the state's public elementary and secondary schools and 2 years of Oregon Statewide Assessment results are available through the Oregon Online gopher on Internet. (LMI)

ED 379 776 EA 026 522

Instructional Media in Educational Planning and Administration and School Building. Teach-Yourself Guide to the Management of Educational Media and Materials.
PUB DATE- 88
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Aids; Computer Uses in Education; *Cost Effectiveness; Educational Development; *Educational Equipment; *Educational Media; Educational Planning; *Educational Technology; Elementary Secondary Education; Foreign Countries; Independent Study; Information Technology; Instructional Development; *Instructional Materials; Needs Assessment; Resource Allocation

This handbook offers a teach-yourself guide for teachers, administrators, and researchers on the management of educational media and materials. Management of instructional media is often complicated by overlapping functions and responsibilities of various government levels and

ED 379 793 EA 026 544

Chance, Edward W.; Costa, Edward W., II
Principals for Our Changing Schools: A Study of Entry-Year Teachers' Perceptions of Their Principals.
PUB DATE- Oct 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Role; Beginning Teachers; Elementary Secondary Education; *Principals; Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- *Oklahoma

This paper presents findings of a study that identified Oklahoma teachers' perceptions about the knowledge and skills that their principals possess. Data were obtained from a survey of 270 entry-level teachers in Oklahoma and telephone interviews with 9 entry-level teachers. They were asked to identify their principals skills in four performance domains--functional, programmatic, interpersonal, and contextual. The teachers viewed their principals as effective in all essential performance domains. Data indicate that teachers perceived their principals as being most proficient in communication, school law, and leadership. Elementary teachers ranked their principals' skills and knowledge highly, while high school teachers perceived these skills to be the lowest. Teachers in suburban schools ranked their principals most favorably, followed by urban and, finally, rural teachers. Fourteen tables and four figures are included. Contains 55 references. (LMI)

ED 379 794 EA 026 545

Chance, Edward W.; And Others
Case Study of Community/School Collaboration: Two School Districts and Their Efforts To Develop a School District Vision.
PUB DATE- Oct 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Support; *Cooperative Planning; *Educational Cooperation; Educational Planning; Elementary Secondary Education; *Institutional Mission; *Mission Statements; Organizational Communication; *Participative Decision Making; Role of Education; *School Districts
IDENTIFIERS- Altus Independent Schools OK; *Dekalb Independent School District (TX)

The concept of vision is necessary to keep school improvement on track. This paper describes the efforts of two school districts to develop their school-district visions through a collaborative vision-building process. Each district--the Dekalb School District in northeastern Texas and the Altus School District in southwestern Oklahoma--began the process with a retreat conducted by university personnel. Next, communitywide meetings were held, in which teams comprised of various stakeholders generated and shared vision statements. In both districts, the consensus-building process created a sense of ownership, collegiality, and direction among participants. One figure is included. Contains 17 references. (LMI)

ED 379 795 EA 026 546

ED 379 813 EC 303 686

A Policy Forum on Inclusion and the Role of Special Education in Restructuring: Focus on Language Minority Students (Alexandria, Virginia, September 18-19, 1994). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 14 Dec 94
NOTE- 58p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; Educational Change; *Educational Methods; Educational Policy; Elementary Secondary Education; *Inclusive Schools; Instructional Design; Instructional Effectiveness; *Limited English Speaking; Regular and Special Education Relationship; *Special Education; *Special Needs Students; Teaching Methods

This document reports on the design, purpose, implementation, and outcomes of a policy forum entitled "Inclusion and the Role of Special Education in Restructuring: Focus on Language Minority Students" held in September 1994. Participants included representatives from the research and public school communities as well as from relevant offices of the U.S. Department of Education. The first section presents information on the purpose and organization of the policy forum, noting the critical need for more research and teacher training for effective inclusion of language minority students with disabilities and the forum's major thrust on instructional issues. The second section summarizes outcomes of the forum. These include a listing of key issues and effective practices identified by participants. General practices are listed as well as practices specific to primary, intermediate, and secondary levels. Extensive appendices include a list of participants, sample communications with participants, the agenda, and materials shared by participants. These materials include the following two articles: (1) "Literacy Support across Multiple Sites: Experiences of Chinese American LEP Children in Inner Cities" (Ji-Mei Chang and Grace Fung); and (2) "Modulating Instruction for Language Minority Students: Implications of Contemporary Research" (Russell Gersten and Robert Jimenez). (Both appended papers contain extensive references.) (DB)

ED 379 814 EC 303 687

Garcia, Shernaz B., Ed.
Addressing Cultural and Linguistic Diversity in Special Education: Issues and Trends.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Ability Identification; *Asian Americans; *Black Students; Cultural Differences; Delivery Systems; Disabilities; Educational Change; Elementary Secondary Education; Ethnic Groups; Evaluation Methods; Gifted; Instructional Effectiveness; Limited English Speaking; *Mexican Americans; *Minority Groups; *Pacific Americans; Regular and Special Education Relationship; Special Education; *Student Evaluation
IDENTIFIERS- African Americans; Diversity (Student); Ecobehavioral Analysis

ED 379 833 EC 303 706

Almond, Patricia, Ed.
Special Education and Student Services in Oregon. 1994 Status Report.
PUB DATE- 94
NOTE- 154p.; Produced by the Publications and Multimedia Center. For an earlier report, see ED 353 722.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; Compliance (Legal); *Disabilities; Early Childhood Education; Early Intervention; Educational Planning; *Educational Practices; Elementary Secondary Education; *Gifted; Long Range Planning; Program Development; *Pupil Personnel Services; *Special Education; Special Schools; *Statewide Planning
IDENTIFIERS- *Oregon

This report on special education services in Oregon provides a statement of what has been accomplished and a baseline measure for use in gauging future progress. It offers a long range plan for special education, focusing on secondary and transition programs, severe emotional disturbance, low incidence populations, family involvement, the talented and gifted program, early intervention, and supported education. It describes Oregon's comprehensive system of personnel development and the Oregon Department of Education's responsibility for compliance with federal and state regulations. School-based programs for students with disabilities and students in talented and gifted programs are reviewed. Several state-operated and state-supported programs are examined, including: hospital programs, regional programs, private agency education programs, the Education Evaluation Center, early intervention and early childhood special education, juvenile corrections, Oregon School for the Blind, and Oregon School for the Deaf. Compensatory education services are discussed, such as American Indian education and programs for limited English proficient children. Early childhood education services are then discussed, including parent education, the Head Start Collaboration Project, and health services. The final section describes special projects in the areas of traumatic brain injury, Very Special Arts, Medicaid and Third Party Billing Project, assistive technology, and the National Teacher Examination. (JDD)

ED 379 834 EC 303 707

Hains, Ann Higgins
UWM Preservice Early Intervention Project: Respecting the Full Range of Diversity across Early Childhood Settings. Final Report, Fiscal Years 1991-1994.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 21 Dec 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Cultural Differences; *Disabilities; *Disadvantaged; *Early Intervention; Minority Groups; Preschool Education; *Preservice Teacher Education;

ED 379 852 EC 303 725

Hine, Candis Y.
Helping Your Child Find Success at School: A Guide for Hispanic Parents. Number RM94202.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Child Rearing; Elementary Secondary Education; *Family Influence; *Gifted; High Schools; *Hispanic Americans; *Parent Role; Parent School Relationship; Performance Factors; Puerto Ricans
IDENTIFIERS- Hispanic American Students

This pamphlet guides Hispanic parents in helping their children succeed academically, based on findings from a study of 10 high-achieving Puerto Rican high school students. The students described specific family factors which supported and nurtured their academic achievement. Guidelines for parents are extracted from these factors and include: (1) let your child know you value achievement in school; (2) help your child to develop strong language skills; (3) make your children understand that you believe they will be successful both in school and later in the workplace; (4) provide a strong family support system; (5) nurture a strong family bond at home to help children to develop a positive image of themselves and their culture; (6) help your child understand that his or her future can be bright with preparation and hard work; (7) do not let your child use cultural biases or prejudices held by people at school or in the community as an excuse for failure; and (8) become involved in your child's school and extracurricular activities. Parents are encouraged to seek assistance from the child's teacher, guidance counselor, school psychologist, or bilingual teacher/counselor. A summary of the study, titled "The Home Environment of Gifted Puerto Rican children: Family Factors Which Support High Achievement," is provided. (Contains 22 references.) (JDD)

ED 379 853 EC 303 726

Strosnider, Roberta; Henke, Janet
Delivery of AIDS Prevention Education to Students with Disabilities: Implication for Preservice and Inservice Education.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Disabilities; Disease Control; Educational Practices; Elementary Secondary Education; Epidemiology; *Health Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Prevention; Private Schools; Public Schools; Regular and Special Education Relationship; School Surveys; Special Schools; State Surveys; *Teacher Education

master recommendations relative to achieving success in an initiative toward the advancement of distance education. They address the following areas: national leadership, administration, commitment of resources, life-cycle funding, and incentives and rewards. (An appendix includes task force member names and addresses. Contains 45 references.) (YLB)

ED 379 399   CE 066 242

Hinzen, Heribert, Ed.
Adult Education and Development, 1993.
PUB DATE- 93
NOTE- 700p.; Photographs may not copy adequately. For related document, see CE 066 244.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; Case Studies; Correctional Education; *Cultural Pluralism; Developing Nations; *Economic Development; Educational Development; *Environmental Education; Ethnic Groups; Foreign Countries; *International Cooperation; Multicultural Education; Womens Education
IDENTIFIERS- Africa; Asia; Bulgaria; Colombia; Germany; Great Britain; Hungary; Latin America; Namibia; Nigeria; Papua New Guinea; Poland; Russia; Rwanda

These two issues of a half-yearly journal for adult education cover Africa, Asia, and Latin America. Number 40 consists of 35 articles on 4 themes: Multicultural dimensions; environmental learning; cooperation and partnership with Eastern Europe; and women and training. Articles include: "It Is Time to Understand that the World Belongs to All of Us" (Mane); "The Bensheimer Kreis Demands: Give Priority to Fighting the Causes for Large Refugee Movement!"; "Western Man--A Master of Detail But Blind to the Whole" (Willamo); "A Critical View of Environmental Education" (von Sanden, Evia); "Polish and German Coexistence" (Samlowski); "Adult Education in the Process of Rebuilding the Economy" (Marcinkiewicz); and "Systematizing Gender-Based Interventions: The Mindanao Experience" (Polestico). Number 41 consists of 22 articles on 3 major themes: indigenous peoples and learning; development and community participation; and adult education and training. Articles include: "What Is a True Indigenous School?: Indigenous Societies of Brazil and Their Schools" (Grupioni, Ferreira); "Literacy, Language, and the International Year for the World's Indigenous Peoples" (Brennan); "The Idiofa Peasant's Participation in Rural Development--A Lawsuit against the State" (Lowola); "To Collaborate in Order To Promote Laws in Rural Areas and Fight against Injustices"; (Mulunda, Ntashushwa); "What Brings about Changes in the Local Community" (Koineh); "Eradication of Illiteracy of Women and Girls in Vietnam" (Van); and "Expanding Training Delivery for Job Generation" (Gamerdinger). (YLB)

ED 379 400   CE 066 244

Mackenzie, Liz
On Our Feet. Taking Steps To Challenge Women's Oppression. A Handbook on Gender and Popular Education Workshops.
PUB DATE- 93
NOTE- 175p.; For serial issue to which this is a supplement, see CE 066 242.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-

hands-on activities. The trainee manual for mason tending I is divided into seven sections. Each section may contain some or all of these components: a list of objectives, terms and definitions, instructional or informational materials, exercises, and worksheets. The sections cover these topics: safety, project planning, scaffold erection, estimating and proper stocking techniques, mortar and grout mixing, tending the mason, and housekeeping and job shutdown. Appendixes include a main glossary and types of bricks. The instructor manual for mason tending II begins with a schedule for a 32-hour, 4-day course. It has the same format as the other manual but also includes an equipment and material list. The trainee manual is divided into six sections: safety; rough terrain forklift operation; masonry saw operation; mortar, grout, and additives; masonry reinforcement; and advanced scaffolding techniques. It follows the same format as the mason tending I course. A glossary of terms is appended. (YLB)

ED 379 420 CE 068 100

Craft Orientation. Instructor Outline. Trainee Manual.
PUB DATE- Aug 93
NOTE- 48p.; For related documents, see CE 068 095-096 and CE 068 098-102.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Building Trades; *Construction (Process); Construction Industry; Construction Materials; Course Descriptions; Instructional Materials; Postsecondary Education; Teaching Guides; *Unions

This packet consists of the instructor outline and trainee manual for a craft orientation course. The instructor outline provides a course overview that includes the following: target audience, outline of instruction for the 8-hour course, instructor notes (content, methods, supplies, list of references, list of handouts, and equipment/materials list), historic information, and course outline. The trainee manual begins with a list of trainee objectives and introductory questions. The main body of the manual is divided into three sections. Each section provides instructional or informational materials. The three sections cover the construction industry, construction laborer craft, and Laborers' International Union of North America. An assignment sheet concludes the manual. (YLB)

ED 379 421 CE 068 101

Trench Protection and Principles of Pipe Laying. Instructor Manual. Trainee Manual.
PUB DATE- Jan 94
NOTE- 305p.; For related documents, see CE 068 095-096 and CE 068 098-102. Photographs may not film with adequate clarity.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Building Trades; *Construction (Process); Construction Industry; Instructional Materials; *Plumbing; Postsecondary Education; *Safety; Safety Education;

Literacy Project used the Triphase Evaluation process based on Stuffelbeam's decision-making model (1971). During the input phase, emphasis was on determining needs of workers and employers in order to develop a training program to meet specific identified needs. The process phase was designed to determine the level of integration of inputs into procedures yielding the appropriate output. The outcome phase evaluated program impact. Data collection instruments included the following: pre- and post-training participant survey, supervisors surveys and interview forms, and interview protocols for project key staff. Two standardized instruments measured students' progress in improving overall literacy skills: Test of Applied Literacy Skills (TALS) and Adult Basic Learning Examination (ABLE). Evaluation results of three cycles of teaching indicated that Cycle I participants were undecided as to whether the classes helped them to do their job better; however, they improved understanding and ability to use information in textual materials and quantitative skills. On Cycle II, the average participant experienced a similar improvement as that of participants of Cycle I. On Cycle III, the aggregate of all companies moved to a higher proficiency level in the prose section of the TALS test. Supervisors at different sites had different opinions regarding training impacts. Three recommendations were made: assessment instruments should more closely measure the content of the training; outcomes should be clarified; and teachers should be trained in the use of the model. (Appendixes include participant surveys, supervisor surveys, interview protocols, participants' productivity data, and curriculum outline.) (YLB)

ED 379 439   CE 068 208

Tech Prep Projects. Title III E of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. 1996 Project Application Guidelines. Bulletin No. 95194.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Categorical Aid; Consortia; Eligibility; *Federal Legislation; *Grantsmanship; Guidelines; High Schools; Postsecondary Education; Records (Forms); *State Federal Aid; *Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Wisconsin

This document, which is intended for secondary and postsecondary administrators, coordinators, and others in Wisconsin who are responsible for seeking funding for tech prep projects, details 1996 project application guidelines for funding under Title III E of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Presented in section 1 are an overview of tech prep in Wisconsin, the seven essential element of tech prep, and Wisconsin's eight quality components for tech prep. Section 2 presents basic information about tech prep project guidelines and the application process in Wisconsin, a 1995-96 grant allocation chart for Wisconsin, detailed descriptions of each item included on the application, and the criteria used in reviewing project applications. Section 3 contains samples of the following forms/formats: funding agreement, consortium agreement, abstract form, consortium coordination form, budget

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Evaluation Methods; High Schools; *Learning Activities; Learning Modules; *Medical Services; *Nurses Aides; *Nursing Homes; Personal Care Homes; Residential Care; State Curriculum Guides; Test Items; Units of Study
IDENTIFIERS- Missouri

This student guide for courses for health care assistants and nurse assistants contains 16 self-paced units with simplified line drawings, controlled text, vocabulary development, and mathematics practice exercises. Units consist of the following: objectives, introduction to the unit, content outline, steps of the procedure, skill sheets, written evaluations, practical exercises, and review exercises including matching, multiple-choice, and short answer items. An instructor key for the evaluation sections is provided. The units of study cover the following topics: (1) orientation to health services; (2) handwashing; (3) measuring intake and output; (4) assisting patients in using bedpans and urinals; (5) feeding patients; (6) bathing; (7) hair care; (8) mouth care; (9) shaving; (10) giving a backrub; (11) bedmaking; (12) body mechanics; (13) transferring; (14) temperature; (15) pulse and respiration; and (16) blood pressure. (KC)

ED 379 458 CE 068 272

All Aspects of the Industry. Supplementary Instructional Modules. Question Test Bank.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Aug 94
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business; Educational Needs; Education Work Relationship; *Employment Potential; Futures (of Society); *Industry; *Integrated Curriculum; *Job Skills; Learning Activities; Postsecondary Education; Secondary Education; Skill Development; Teaching Methods; *Vocational Education
IDENTIFIERS- Missouri

This curriculum guide was developed as a resource for teachers to help students gain experience in and understanding of all aspects of the industry they are preparing to enter. It is designed to allow instructors to integrate knowledge of "All Aspects of the Industry" (AAOI), as mandated by the Carl D. Perkins Vocational Education Act of 1990, into existing vocational education programs in various fields. The foundation of this curriculum guide is nine competencies, each of which is divided into a number of objectives. For each objective, there are discussion and example sections that provide a basic orientation to key concepts. For each objective the guide suggests several activities that reinforce the content and allow teachers to integrate AAOI instruction with other content and provides notes to the teacher suggesting ways to customize the activities. The nine AAOI competencies are the following: (1) how industry plans; (2) how industry is managed; (3) how industry handles capital and finances; (4) important technical

IDENTIFIERS- *Ireland

This monograph describes the various approaches to vocational training in Ireland. The report was compiled from existing statistics, various studies, and interviews with representatives of all the organizations, colleges, companies, and institutes involved in vocational training. Section 1 provides background information on political structures, population, and the economy. Section 2 begins with an historical review of the development of the Irish vocational training system. It then deals with the main areas of initial training and continuing training. Section 3 begins with a description of the regulatory framework and then presents information on the amount of training in Ireland and some estimates of expenditure on it. Statistics on training activity and expenditure by main public providers or funders of training are presented in summary form. This section also provides a brief outline of the ways in which the main training and certification organizations set about achieving their priorities. Section 4 outlines recent documents and proposals in relation to vocational training in Ireland and refers to the European dimension of training. It summarizes three main policy documents: Program for Economic and Social Progress, Industrial Policy Review Group report, and Green Paper on Education. Appendixes include the following: a list of abbreviations, names and addresses of 29 relevant organizations, important dates in the development of the training system, 16 sources, and glossary. (YLB)

ED 379 477 CE 068 301

Alexim, Joao Carlos; And Others
Vocational Training in Latin America. First Edition.
PUB DATE- 93
NOTE- 141p.; For related documents, see CE 068 300, and ED 372 240.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Cooperative Programs; *Educational Change; *Educational Development; Educational Finance; Educational Policy; Federal Government; Federal Legislation; Foreign Countries; Government Role; *International Cooperation; International Programs; *Labor Force Development; Labor Market; Labor Needs; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Latin America

This monograph summarizes the main structural and operational components of the framework for the development of vocational training in Latin America. Part 1, "Economic Framework and Population" (Orlando Luebbert), is an overview of social and economic indicators: population, agriculture, industry and productivity, the informal sector, gainful employment and its social framework, and education. Part 2, "Vocational Training Institutions (VTIs) in Latin America in Historical Perspective" (Carmen Gonzalez, M. Luisa Herraiz), describes the origin and consolidation of VTIs, who receives training and why, current legal and organizational frameworks, and funding. Part 3, "Current Vocational Training Issues in Latin America in the Eyes of the Responsible Players," is an extract of the proceedings of the 28th Meeting of the Technical Committee of CINTERFOR, the Inter-American Research and Development Documentation Centre on Vocational Training. It summarizes the following: (1) opening addresses on modernization of production

Education; *Vocational Evaluation
IDENTIFIERS- *Work Keys (ACT)

In conjunction with employers, educators, and experts in employment and training requirements, American College Testing (ACT) selected 12 generic employability skills--skills crucial to effective performance in most jobs--to form the basis of the Work Keys System. They are as follows: reading for information, applied mathematics, listening, writing, teamwork, applied technology, locating information, observation, motivation, speaking, learning, and managing resources. Work Keys has as its basis a metric, or measurement scale, that could be used to compare an individual's employability skills to the requirements of a particular job. The program has four interactive components: profiling, assessment, instructional support, and research and reporting. The profiling component is a job analysis procedure that identifies the Work Keys skills and the levels needed to perform a job adequately. Data from job profiles and student assessments indicate that student skills are well below the levels required for the work force. The Work Keys System uses job profiling to create skill standards specific to the real requirements of jobs; assessments permit individuals to compare their own skills on those same scales. Using Work Keys for implementation and selection is based on four steps: job analysis, assessment, intervention, and evaluation. (Four tables and 16 figures are appended.) (YLB)

ED 379 495 CE 068 323

Educational Programs. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred Third Congress, Second Session.
PUB DATE- 10 Mar 94
NOTE- 223p.; Serial No. 103-43.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adult Education; Educational Legislation; *Federal Aid; Federal Legislation; Higher Education; Military Personnel; *Student Financial Aid; Training Allowances; Veterans; *Veterans Education; Vietnam Veterans
IDENTIFIERS- Congress 103rd; G I Bill

This hearing addresses veterans' education assistance programs administered by the Department of Veterans Affairs. A special focus is the Montgomery GI Bill. Testimony includes statements and prepared statements and material submitted for the record of individuals representing the following: Department of Defense, Air Force, Coast Guard, AMVETS, Army, Veterans of Foreign Wars, Vietnam Veterans of America, American Legion, Marine Corps, Non-Commissioned Officers Association, Department of Veterans Affairs, Navy, and Disabled American Veterans. Written committee questions of Congressmen are accompanied by responses from the following: Department of Veterans Affairs, Department of Defense, Army, Navy, Marine Corps, Air Force, Coast Guard, and Department of Labor. (YLB)

ED 379 496 CE 068 324

Shelton, Leslie
Excellence for All: A New Tutor Training Model. LSCA Title VI Final Performance Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

ED 379 518 CE 068 371

Vitale, Edmund, Jr.
Project VISIONS. Enhancing Your Employment through Educational Opportunities. Instructor's Guide, Student Workbook, and Resource Manual for the Numbers and Charts Course.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 123p.; For related documents, see CE 068 362-367 and CE 068 370-373. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Allied Health Occupations Education; Charts; Computation; General Mathematics; *Hospital Personnel; *Learning Activities; *Literacy Education; *Mathematical Concepts; *Mathematics Skills; Medical Services; Numeracy; Thinking Skills
IDENTIFIERS- *Workplace Literacy

This packet contains four products of a workplace literacy course on numbers and charts for hospital workers. The instructor's manual contains an answer key for the student activities, and a pre- and post-evaluation, along with a syllabus for the 13-week course that provides information on instructional goal, course description, objectives, rationale for the course, grading system, and major curriculum topics. The student workbook provides 42 activities that hospital workers can use in a classroom setting to improve their mathematical and chart interpretation skills. The activities are designed to help students improve their thinking and problem-solving skills, their abilities to read charts and measurements in the workplace, and to maintain a handbook of terms to assist them in understanding number context. A resource manual provides documents that hospital personnel typically encounter on the job. (KC)

ED 379 519 CE 068 372

Vitale, Edmund, Jr.
Project VISIONS. Enhancing Your Employment through Educational Opportunities. Instructor's Guide and Student Workbook for Strategic Reading for Hospital Employees I.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 54p.; For related documents, see CE 068 362-367 and CE 068 370-373. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Allied Health Occupations Education; *Hospital Personnel; *Learning Activities; *Literacy Education; Medical Services; Reading Comprehension; *Reading Instruction; Reading Processes; *Reading Strategies
IDENTIFIERS- *Workplace Literacy

*Prereferral Intervention; *Prevention; Secondary Education; *Student Behavior; *Student Participation; *Student School Relationship; Student Subcultures
IDENTIFIERS- *Bullying; Nonviolence

Due to the increase in the number of non-physical bullying incidents observed by both teachers and administrators throughout the last year at a high-school, students were becoming so intimidated by other students that they were unwilling to even speak up about or report any such incidents to school administrators. A strategy was designed and implemented to increase students' knowledge about bullying, their skill levels and willingness to participate in a student-run bullying prevention program. The strategy utilized a pre- and post-survey to assess the changes in students' perceptions and fundamental beliefs. In between those surveys 10 half-hour classroom sessions were presented including lectures, presentations, and hands-on demonstrations to inform students and provide a safe place for them to practice bullying prevention. The responses of the students were positive with respect to their answers. Answers indicated that the strategy had provided a challenge to the students' beliefs and they were now much more informed about what behaviors may constitute a bullying act. Students learned how one can safely intervene or report a bullying incident they might witness. As a result, the students were much more willing to participate in both helping to write a school policy on bullying or intimidation and helping to participate in developing a school bullying prevention program. (Author/RB)

ED 379 539 CG 025 933

Wasik, Barbara H.; Bryant, Donna M.
Three Parent and Adult Problem-Solving Instruments.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Behavior Patterns; *Behavior Rating Scales; Child Rearing; Coping; Counseling Techniques; Family Problems; Goal Orientation; *Parent Child Relationship; Parent Education; *Parenting Skills; *Problem Solving; *Psychometrics

This document provides information on three adult problem-solving measures developed to assess the effects of participating in a problem-solving training program. Each measure is accompanied by a manual describing the purpose, administrative procedures, psychometric properties, and use in research studies. The first measure is the Parent Means-End Problem-Solving Instrument. It follows the means-end format used by Spivack and Shure. All stories were developed to be relevant for parents of young children. The second measure is the Wasik Problem-Solving Rating Scale. It is a 20-item self-rating scale designed so that it can be completed by individuals with less than a high school education as well as those with a high school or college education. A total score and three factor scores can be calculated. The measure has been found to be significantly correlated with depression. It has been used in a national multi-site study with parents. The third measure is the Client Problem-Solving Rating Scale. It was developed to be completed by a service provider who rates a client's problem-solving skill in eight areas: (1) approach to problems; (2) problem identification; (3) goal selection; (4) generation of alternatives; (5) consideration of consequences; (6) decision report examines the effectiveness of DARE in drug use prevention and how this program compares to other prevention programs. The report is organized into four sections and four appendices. Section 1 provides an overview of school-based drug prevention programs. Section 2 presents the methodologies used and results of each of the four components of the implementation assessment. It includes information on the national/regional-level operations of DARE, the State-level operations, and the implementation of DARE and other drug prevention programs at the local level. The report's methodology appears in Section 3, along with the results of the outcome assessment, while in Section 4, findings are discussed from both the implementation and outcome assessments. The findings show that the program has been extremely successful at placing drug education in the Nation's schools. Appendices contain sampling information for the school district drug prevention coordinators' survey, descriptions of each study utilized in the meta-analysis conducted for the outcome assessment, a bibliography of comparison program evaluations, and data collection materials for the implementation assessment. (RJM)

ED 379 559 CG 025 999

LaRoche, Martin J.; And Others
Latina Mothers and Their Toddlers' Behavioral Difficulties.
PUB DATE- Aug 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; Children; Depression (Psychology); Latin Americans; *Mother Attitudes; *Mothers; *Parent Child Relationship; Preschool Children; Preschool Education; Social Environment; Social Support Groups; *Toddlers
IDENTIFIERS- *Latinas

In the United States, depression rates of 12-20 percent have been reported in toddlers' mothers. Depressed mothers provide their children with less appropriate structure, guidance, and rule enforcement than non-depressed mothers. This research explored the relationships among the following variables: toddlers' behavioral difficulties, mothers' depression, mothers' self-efficacy, and mothers' social support. Fifty-two subjects (26 Latina mothers and their toddlers) were assessed two times, 3 months apart. The results of the first assessment were used as independent variables, while the results on the second assessment were used as the dependent variables (a longitudinal panel-analysis model was used). Twelve hypotheses were tested through 4 regression equations. These 12 hypotheses included all the possible relationships among the variables. Results showed that the mothers' social supports predicted their depression level. Conversely, depression did not predict the mothers' social support. The findings emphasize that a mother's social environment is a powerful variable influencing the well being of mothers and toddlers. The social context in which Latina mothers find themselves plays an important role in both their well-being and in the behavior of their toddlers. Contains 40 references. (RJM)

ED 379 560 CG 026 036

education program. In psychology, the term "fishbowl" first referred to the observation of one group by another group. Groups or individuals could monitor sessions from behind a two-way mirror. Recounted here is the physical set up and type of equipment used at the facility in question. The facility was built in 1974 and had its genesis in two earlier programs which used fishbowl techniques for specific purposes. The current training area is used for both undergraduate and graduate education. Some of the functions for which the facility is used include teaching group process and intervention techniques, and the critiquing of counselor-client interaction. Those faculty who use the fishbowl believe strongly in its use as a teaching tool. Further research on the training and clinical use of fishbowl facilities is needed. (RJM)

ED 379 579   CG 026 082

Hollis, Joseph W.; Wantz, Richard A.
Counselor Preparation, 1993-95. Volume II: Status, Trends, and Implications. Eighth Edition.
PUB DATE- 94
NOTE- 279p.; For the seventh edition of volume 1, see ED 344 143.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Counseling Psychology; Counselor Educators; Counselors; *Counselor Training; Degree Requirements; *Doctoral Programs; Graduate School Faculty; *Graduate Study; Higher Education; *Masters Programs; School Statistics; *School Surveys

This companion volume summarizes the data in volume I. Volume I focused on institutions offering a degree in counselor preparation, the administrative units in each institution, and the specific information about each degree program. Volume II offers a composite of this data and also includes figures from 1970 to help readers detect trends in counselor education. Each program emphasis, such as kind of degree, has been tabulated to reflect national conditions. Within each emphasis, major components have been compiled. The major components for each emphasis are as follows: (1) major emphasis; (2) degree level (master's and doctorate separately); (3) title of major; (4) accreditation; (5) number of students enrolled; (6) number of students graduating annually (females and males); (7) admission requirements, including tests and respective scores, number of completed counseling and/or psychology courses; years of work experience, number of letters of recommendation, and whether or not an interview is needed; (8) graduation requirements (hours of academic experience and clock hours of clinical experience); and (9) placement of graduates (job settings). Each major emphasis at the master's and doctoral degree levels has a chapter devoted to it. The format facilitates the comparison of components. Included are over 100 tables of data and an index. (RJM)

ED 379 580   CG 026 083

Levine, Janet
Nine Perspectives on What Motivates Learning. A Companion Guidebook to the Video: Demonstrating Learning Motivations in Adolescents Using the Enneagram.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Act 1990; *Performance Based Evaluation

Traditional assessments in university courses led students to seek goals that current research reports as unacceptable since success had been based on knowledge acquisition rather than performance or ability to use this information in authentic situations. Assessment must require the performance of exemplary tasks. The purpose of this project was to design performance-based assessments to use with preservice teachers in literacy methods courses that would be patterned after the performance-event tasks required by the State of Kentucky as a result of the Kentucky Reform Act (1990). Descriptions of final examinations issued in three methods classes show this performance orientation: Teaching Reading and Language Arts in Elementary School; Teaching Reading and Language Arts in Middle School; and Reading Instruction in the Elementary School. Each of the exams required students to work through problems individually and in groups. One of the greatest hindrances during the assessment process seemed to be time management. Though students completed their tasks in time, they found themselves frustrated. Also dominant personalities in the groups seemed to do most of the work, while they sidelined less assertive students. However, recent groups with more experience with this form of assessment had less difficulty. Grading also presented certain difficulties. Certain quantitative methods of scoring fell short of the teacher's need to differentiate the quality of student responses. More work must be done in the development of rubrics for scoring. Overall, the response to this type of assessment was positive in that it strengthened student responses to course reading. (Appendixes contain Kentucky New Teacher Outcomes and sample grading rubrics.) (TB)

ED 379 599   CS 011 996

Rinder, Susan
Helping Children Develop Skills in Phonic Analysis, Sight Vocabulary and Handwriting.
PUB DATE- Jan 94
NOTE- 110p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary Education; *Handwriting; *Phonics; *Precision Teaching; *Reading Difficulties; Reading Games; *Reading Instruction; Sight Vocabulary; *Vocabulary Skills
IDENTIFIERS- *Emergent Literacy

A study tested the effectiveness of precision teaching through a summer pilot project involving four male students between the ages of 6 and 7, all of whom had demonstrated some difficulty with basic reading skills. The 6-week program concentrated on those skills most important to emergent readers, namely, phonic analysis, sight vocabulary and handwriting. More specifically, objectives for this practicum were for the students: (1) to be able to see and say 20 Preprimer Dolch words in one minute; (2) to say and mark the initial consonant sounds of 24 objects; (3) to write the alphabet upper and lower case; and (4) to increase fine motor skill by 50%. Precision teaching is a monitoring system that is used to measure human behavior; it measures learning and skill proficiency. It consists of three elements: direct measure of specific skills; direct measure of skills using time limits; and the use of continuous daily measure of pinpointed skills. A series of four activities were performed with the children, involving alphabet tiles, cards, word and picture matching and other such instruments. Results showed that students A and B made progress in all three pinpointed

A review of the past, the present, and the future offers an enlightening view of literacy in America. A 1967 issue of the "Illinois Journal of Education" has articles on phonics, linguistics, spelling, modalities of learning, disadvantaged children, vision screening and vision training, readiness, Montessori, partnerships between business and education and automation and technology. By contrast, the summer 1994 issue of the same journal concentrates on the integration of technology with literacy instruction. The fall issue focuses on whole language, developing writing within an integrated language arts program, developing life-long readers, and a staff development project to improve literacy in an urban school. Many of these topics are not educational issues at all: they are either social, political, economic or religious. Scholars would do well to focus on five issues that have a direct bearing on literacy education today: assessment, whole language, phonics, attacks on public schools and censorship among students. Personal reminiscences and opinions offer insights in these areas. Three important areas in the future are dyslexia, learning disabilities, and attention deficit disorder. The liberal application of these terms to today's school children has resulted in the perception that what is probably an academic or socioeconomic disadvantage is a physical disability. By using the jargon in vogue, scholars shift the source for academic problems away from the schools, away from homes, even away from free will of children, to some kind of mysterious flaw in the human brain. (TB)

ED 379 618 CS 012 017

Pressley, Michael; Afflerbach, Peter
Verbal Protocols of Reading: The Nature of Constructively Responsive Reading.
PUB DATE- 95
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; Higher Education; Literature Reviews; *Protocol Analysis; *Reading Processes; *Reading Research; Theory Practice Relationship
IDENTIFIERS- Reading Uses; *Responsive Reading; *Text Processing (Reading)

Making the case that the human achievement of reading has few if any equals, this book uses protocol analysis data related to reading to develop a rich description and understanding of cognitive and affective processes during reading. The book concludes that reading is "constructively responsive"--that is, good readers are always changing their processing in response to the text they are reading. Chapters in the book are: (1) An Introduction to Protocol Analysis of Reading; (2) Methods Employed to Construct a Summary of Conscious Processes during Skilled Reading; (3) What Readers Can Do When they Read: A Summary of the Results from the On-Line Self-Report Studies of Reading; (4) Text Processing in Light of Think-Aloud Analyses of Reading: Constructively Responsive Reading; and (5) The Future of Reading Protocol Analyses: Addressing Methodological Concerns in Order to Advance Conceptual Understanding. Contains 204 references. (RS) inquiry reading, and the Junior Great Books Program. Whole language classrooms (with their elimination of ability grouping) pose a special challenge for the teacher in educating the gifted reader. (TB)

ED 379 638   CS 012 045

Rosen, Joy K.
Sex-Role Stereotypes in Children's Literature and Their Effect on Reading Comprehension.
PUB DATE- Apr 95
NOTE- 106p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Childrens Literature; Grade 4; Intermediate Grades; Public Schools; *Reading Comprehension; Reading Research; Sex Differences; *Sex Role; *Sex Stereotypes; Urban Education
IDENTIFIERS- New York City Board of Education

A study focused on whether literary character sex role stereotyping in children's literature had a negative or positive effect on reading comprehension. It was hypothesized that no significant differences exist in the comprehension of a mixed gender population when reading about characters in non-traditional sex roles. It was further hypothesized that no significant difference would exist in comprehension when males and females were analyzed separately. The sample included 20 male and 20 female below average children enrolled in a typical New York City public school. The children, who ranged in age from 8.5 to 9.3 years, were of either Black or Hispanic origin and of low socioeconomic backgrounds, read a total of 12 stories. Six selections portrayed male and female characters in traditional occupational roles. The other six selections portrayed male and female characters in non-traditional occupational roles. Results indicated that: (1) there was a significant difference in comprehension for the mixed gender population when reading about characters in non-traditional sex roles as opposed to characters portrayed in traditional sex roles; (2) the same results were true for the male population; but (3) the results for the female population supported the hypothesis of no significant difference in comprehension. (Contains 37 references and 3 tables of data. Appendixes present the reading selections and questions, and a data list.) (RS)

ED 379 639   CS 012 047

Ford, Julia A.
Content Vocabulary, Graphic Aids, and Comprehension in Science and Related Literature.
PUB DATE- Apr 95
NOTE- 41p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Cloze Procedure; Comparative Analysis; Content Area Reading; Instructional Effectiveness; Intermediate Grades; *Reading Comprehension; Reading Research; *Reading Strategies; *Science Instruction; Visual Aids; *Vocabulary Development
IDENTIFIERS- Semantic Mapping

A study determined if using specific reading strategies would improve students' grades in science. Subjects, 21 fifth-grade students in an urban area school, studied four units of science--two units using the strategies outlined in the series writing workshop advocates assume that the student writes from a stable, unitary, autonomous self, the critical pedagogy advocates do not. Writing workshop advocates see the teacher as a facilitator of the student's expression; though he or she may intervene, strategically, in the technique of students' writing processes and texts, he or she is not to critique what the student writes. Viewing the self as a social category developing in a multicultural context, however, critical pedagogy advocates encourage teacher criticism. Like writing workshop advocates, critical pedagogy advocates have not come to terms with the very real, problematic nature of the conflicts among voices in the classroom, both between teacher and student and among students themselves. At least two aspects of teacher practice are in need of further examination and development. First, more attention must be paid to the immediate classroom community within which students speak and write. Educators must look critically at what sorts of classroom communities they think are desirable and what sorts of actions they can take to create and sustain those environments. Second, more attention must be paid to the teacher's response to student writing. If the writing workshop view of "following the child" is inadequate because it does not allow for the possibility that the child's text will pursue questionable intentions and attitudes (concerning race, gender and social class), then viable means of teacher intervention in the expressive process must be proposed. (Contains 9 notes and 40 references.) (TB)

ED 379 661   CS 214 732

Kahn, Elizabeth A.; Johannessen, Larry R.
Does the Assignment Make a Difference? Four Variations of a Writing Task and Their Effects on Student Performance. Revised.
PUB DATE- Jul 86
NOTE- 26p.; Some broken type may affect legibility.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; High Schools; *Student Evaluation; Student Needs; Writing (Composition); *Writing Assignments; *Writing Evaluation; *Writing Instruction; Writing Research
IDENTIFIERS- *Writing Tasks

A continuing concern of theorists in composition and rhetoric has been the problem of how to design effective writing assignments. With the recent movement in writing assessment from objective tests to writing samples, this problem has become even more important for those who produce "tests" designed to elicit writing samples. A study therefore investigated whether the manner in which an assignment is stated affects the writing outcome. Four assignments (essentially the same assignment stated differently or more elaborately) were given randomly to 127 high school juniors and seniors in six different classes in two midwestern, suburban high schools. The four assignments were designed to test the claims of theorists such as Joseph Williams, E. M. Hoffman and J. P. Schifsky. The first assignment specified an imaginary audience and purpose and offered suggestions for planning and writing steps; the second assignment specified a "real" audience and purpose by "putting something real at stake"; the third assignment specified a general audience and purpose and brief criteria; the fourth did not specify any audience or purpose. Results showed no significant difference in the performance of students; those with the first assignment did as exploration in their own talking language. To add to the evidence in this area, a study conducted in an urban New Jersey School selected six third-grade students to engage in free written dialogue with their teacher; six other students wrote for the same period of time but not in dialogue. All the participants were of lower socioeconomic status; all could be classified as reluctant writers. Interestingly, results showed that dialogic journal writing did not enhance writing skills as compared to journal writing in the absence of a teacher. Dialogue with a teacher in a journal was not shown to be an effective means of instruction. (Includes 8 tables of data; contains 24 references and 2 appendixes of results.) (TB)

ED 379 680 CS 214 753

Beason, Larry
Textbooks on Argumentative Writing Display Much Agreement, though Each Has Own Slant.
PUB DATE- Mar 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; *Freshman Composition; Higher Education; *Persuasive Discourse; Rhetoric; *Student Needs; *Textbook Evaluation; *Textbooks; Writing Processes
IDENTIFIERS- *Classical Rhetoric

A study of 10 freshman composition argumentative textbooks shows that there is a common core, grounded in but not dependent on classical rhetoric (Aristotelian rhetoric in particular). A cursory glance--which is all that many teachers can afford to give such books--might suggest they are all clones. But such is not the case. The authors forefront different aspects of a common core and usually find other ideas to add. More specifically, the 10 textbooks call the student's attention to 3 classical modes of supporting a thesis: pathos, logos, and ethos. The texts also: (1) borrow the Ancient stasis theory; (2) avoid one-upmanship in their theories of argument; (3) do not treat the technical aspects of logic; (4) emphasize research writing; and (5) are process-based in their teaching of writing. The textbooks differ in the type and range of readings they anthologize. Further, they give decidedly different weight to various aspects of the writing process. One might give particular emphasis to classical rhetoric, another to critical thinking, still another to audience analysis. On the whole these 10 texts might be too intimidating or overwhelming for some freshmen; their length and complexity is worth noting. These texts are also not particularly practical in terms of how they would correlate to major writing assignments. On the whole, however, they offer solid approaches to writing, diverse yet complementary. (Textbooks are listed.) (TB)

ED 379 681 CS 214 754

Morrissey, Thomas
Writing and Learning across the Curriculum in the "Looking for America" Freshman Semester.
PUB DATE- Mar 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles

(150),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Communication Research; Higher Education; *Organizational Climate; *Organizational Communication; Participant Observation; Questionnaires; Rural Education; *Rural Extension
IDENTIFIERS- Colearning; *Communication Behavior; *Organizational Culture

A study examined the extent to which employees in one university extension organization oriented themselves to a vision of extension work that responded to nontraditional societal problems, nontraditional affected communities, and the expertise of nontraditional faculty. The state extension service organization (based at a large midwestern research and land-grant university) was chosen for study because of a desire by a new director to better understand her impact on the organization's culture of outreach work. Four agents were randomly selected for participant observation. Self-administered written questionnaires were distributed to all 859 employees of the extension organization, and 433 surveys were completed (for a response rate of 50%). Results suggest that overall, agents collaborate most often with community members, regularly with organizational co-workers, and least often with faculty. In identifying problems, agents follow this same pattern: they rely on constituents first, colleagues second, and faculty least of all. Agents perceived more benefits than drawbacks to working with constituents. University faculty, even those with extension appointments, appear to be "out of the informational loops" which extension agents and community members comprise as they work to apply knowledge to the solution of community problems. (Contains 23 references and two notes.) (Author/RS)

ED 379 699 CS 508 818

Frymier, Ann B.; Shulman, Gary M.
Development and Testing of the Learner Empowerment Instrument in a Communication Based Model.
PUB DATE- Nov 94
NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Classroom Communication; Higher Education; Models; Path Analysis; Reliability; *Self Esteem; *Student Attitudes; Student Surveys; *Teacher Behavior; Undergraduate Students; Validity
IDENTIFIERS- *Communication Behavior; *Student Empowerment; Teacher Immediacy

A study developed a valid and reliable instrument to measure learner empowerment and tested a model in which learner empowerment was caused by teacher communication behaviors and students' self-esteem. The model tested hypothesized teacher communication behaviors (relevance, verbal immediacy, and nonverbal immediacy) and student self-esteem as causal variables, feelings of empowerment as an intervening variable, and learning as an outcome variable. Subjects, 470 undergraduate students from a mid-sized midwestern university, were administered the survey instrument which asked them to report on the teacher they had immediately before their communication class. Participants reported on 309 male instructors and 160 female instructors in 41 different explanation of why students learn when teachers exhibit certain behaviors. Emotional response has provided explanations for human behavior in several communication contexts. Research has sought to explain student learning using emotion theory, originally developed by A. Mehrabian and further refined by J. A. Russell. Based upon assumptions of human emotional response offered by R. Buck and others, emotions are influenced by implicit teacher communication behaviors. In the classroom implicit behaviors may include both verbal but especially nonverbal teacher behaviors. Student emotional response can be conceptualized along three dimensions: pleasure, arousal, and dominance. These three dimensions, as documented in several lines of research, can account for emotional responses and can be operationalized using 7-point scales. Using the emotional response paradigm is not without limitations and challenges. New methods need to be found to measure human emotional response. (Contains 63 references and a figure illustrating the emotional response model.) (Author/RS)

ED 379 718 CS 508 837

Ma, Ringo
Karaoke and Interpersonal Communication in East Asia.
PUB DATE- Nov 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Communication Skills; Foreign Countries; Higher Education; *Interpersonal Communication; Songs; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- *Asia (East); Asian Students; Communication Behavior; *Karaoke

An exploratory study investigated the interpersonal meaning of karaoke to its participants in East Asia. Current research suggests that the popularity of karaoke in East Asia is associated with the cultural value of harmony and the indirect mode of communication in this region. Subjects, 51 East Asian undergraduate-level students who had participated in karaoke, were interviewed concerning the social contexts in which karaoke takes place, the functions of karaoke in those social contexts, and the extent to which karaoke participants communicate interpersonally in a karaoke session. Interviewees reported that they sang karaoke to celebrate or release tension. Karaoke was found not only to be able to provide topics for conversation but also to become communication per se. Besides generating new verbal and nonverbal messages among participants, lyrics adopted for karaoke may well become the participants' own messages. (Contains 30 references.) (Author/RS)

ED 379 719 CS 508 838

Grubbs, Jim
Here in the Real World: MTV Meets the Communication Classroom.
PUB DATE- 21 Nov 94
NOTE- 95p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English

cooperation with Christian churches. It describes the support for religious teaching in the school during colonial times, the evolution versus creationism controversy, obstacles to cooperation between schools and the religious community, and court-generated solutions to school conflict over religion. It is concluded that schools should make positive interaction with religious groups a priority. The second paper, "Religious Diversity in the Schools--Christian Fundamentalism, Educational Reform, and the Schools" (William Gause Smith), describes the actions and agendas of Christian fundamentalist groups pertaining to public education. The third paper, "Religious Diversity in the Schools--The Case of Kiryas Joel" (Dianne Koenig Vickers), describes the case of Kiryas Joel, a Hasidic sect that was allowed to create a new school district. This gave the sect public education funds to educate their special needs children. The paper discusses the legal implications of a separate school district formed for a specific religious group's benefit and related court cases. The fourth paper, "Religious Diversity in the Schools--The Case of Bishop Knox at Wingfield High School" (Elsie Brown), examines court decisions pertaining to conflicts over school prayer and religious devotion in the schools. It also presents results of a survey conducted at a South Carolina high school, which showed student support for daily student-led school prayer over the intercom. Out of 580 students who completed the survey, 386 (67%) were in favor of having a student-led prayer read over the intercom system each morning. (Contains 95 references.) (LMI)

ED 379 738   EA 026 463

Johnson, Jean; Immerwahr, John
First Things First: What Americans Expect from the Public Schools.
PUB DATE- Oct 94
NOTE- 56p.; Based on an in-depth public opinion study designed and conducted by Steve Farkas, Will Friedman, Jill Boese, and Greg Shaw.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Christianity; Controversial Issues (Course Content); Elementary Secondary Education; Equal Education; *Parent Attitudes; *Public Opinion; Public Schools; Religious Factors; School Safety; Sex Education; Standards; State Church Separation; Values Education
IDENTIFIERS- Social Order

Efforts to reform and improve the nation's schools have encountered serious roadblocks, often in the form of parental opposition. This document describes findings of a study that investigated parents' expectations of America's public schools. Data were derived from a national telephone survey with over 1,100 Americans, including 550 White, African-American, and traditional Christian parents of children currently in public school. Focus groups were also conducted with parents of public school children in four cities. A majority of the parents: (1) believed that public schools did not provide a safe, orderly environment and teaching of "the basics"; (2) believed higher standards to be insufficient; (3) distrusted teaching innovations; (4) seemed to want a "new, improved" version of traditional education; (5) were not preoccupied by concerns about sex education and multiculturalism; (6) agreed on the need for values education that stresses tolerance and equality; (7) supported public schools' role in sex education, but were sharply divided over abortion, homosexuality, and premarital solve problems in new and collaborative ways. It distinguishes between having knowledge about a subject and being able to use that knowledge effectively. The guide offers 15 units designed to meet the following objectives: (1) draw on each participant's work experience; (2) engage learners through a variety of training approaches; (3) build on group process and team-development skills; and (4) use current research and resources on collaboration and leadership. Part 1 outlines the first four meetings of a 12-month program. Its goals are: becoming acquainted with the program, team members, and collaboration basics; establishing learning goals; and planning a community needs and resources map. Part 2 emphasizes the twin targets of the program--leadership training and collaborative skills. Theory and activities are presented for learning the following skills: connecting with people, envisioning change, conducting a leadership retreat, managing conflict, building cross-cultural awareness, building teams, leading change, understanding power and politics, and examining organizational cultures. The third part shows participants how to use their newly acquired skills and apply them in a collaborative initiative. It targets the "nuts and bolts" of building and maintaining a collaborative effort, such as planning for program implementation, financing collaboratives, and selling change. (Contains 177 references.) (LMI)

ED 379 757   EA 026 500

The Recommended New Priority System and the Critical Issues in School Construction.
PUB DATE- 11 Feb 92
NOTE- 63p.; Washington State Board of Education White Paper on School Construction.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Boards of Education; Construction Costs; *Construction Needs; Construction Programs; *Educational Facilities Planning; Elementary Secondary Education; Evaluation Criteria; Facility Utilization Research; Needs Assessment; Rating Scales; *Resource Allocation; *School Construction; State Aid; *Statewide Planning
IDENTIFIERS- *Washington

In 1991, the Washington State Legislature directed the State Board of Education to develop a new priority system for allocating state aid for school construction and modernization projects. This document reflects the concerns of the State Board of Education, identifying the current context and discussing the major issues pertaining to school construction in Washington. The new priority system is explained in detail, which uses a single scale of values and ranks both growth-related projects and condition-related projects within the same system. The system is based on data collected from site visits to 5 pilot districts, a survey of 11 other states' priority systems, and 2 surveys of Washington school superintendents. Major issues to be dealt with include eligibility, the status of previous district decisions, facility planning and programming, the society/facility relationship, and management/governance. Important aspects of the board's vision for the construction program include: equal access to a "good education" for all students; a flexible capital facilities process; cost-effective use of technology; clearly documented and understood construction needs; a predictable funding environment; an equitable tax burden among districts and a balance between state and local control; a reliable revenue administrative positions. The guide contains one learning module, which presents information on the use of educational resources and materials, and a flexible learning unit for individualized study. The module is comprised of three sections: (1) approaches to categorizing and managing educational media and materials; (2) needs and costs; and (3) implications of the use of educational media and materials. After completing the module, the reader should understand concepts of educational technology and be able to conduct a cost-effectiveness study of a country's educational technology needs. The handbook begins with a detailed analysis of two UNESCO references: (1) "The Educational Administrator and Instructional Materials" (Jean Valerien, 1984), and (2) "The Economics of New Educational Media," Volume 2, "Cost and Effectiveness" (1980). Four tables and two figures are included. (LMI)

ED 379 777 EA 026 523

Whitney, Terry N.; And Others
The Study of the Enrollment Growth Factor. Final Report.
PUB DATE- 15 Nov 94
NOTE- 47p.; Report presented to the Legislative Education Study Committee and the Education Committee of the New Mexico Legislature.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Enrollment Projections; Enrollment Rate; *Enrollment Trends; Resource Allocation; *School District Spending; *State Aid; Teacher Student Ratio
IDENTIFIERS- *New Mexico

This paper presents findings of a study that examined the New Mexico school-finance formula. Specifically, the study assessed the adequacy of the enrollment growth factor (EGF) and its differential impact on New Mexico school districts that grow at different rates. An EGF refers to some type of weighting in a state's basic aid formula to reflect higher operating costs associated with increased student enrollment in a school district. The study examined the changes in enrollment patterns between 1986-87 and 1993-94 and identified 5 types of district growth: fast, moderate, down-up, mixed, declining, and others. It also examined changes in district teacher-pupil ratios by growth group and size and changes in districts' actual spending levels. Data indicate that growth funds had little to do with changes in the pupil-teacher ratios. It was also hard to determine what impact, if any, growth funds had and what need, if any, there is for such funds to be provided. A conclusion is that growth funds do not serve any real purpose as they are currently allocated. If continued, they should be targeted more carefully in the future, taking into consideration the individual characteristics of school districts other than yearly changes in enrollment. It is concluded that there is no research to support or refute higher operating costs for school districts with rapidly growing enrollments. Seven tables and two figures are included. A summary table compares the enrollment-growth finance formulas of other states. (LMI)

ED 379 778 EA 026 525

Ohle, Nancy; Morley, Cindy Lakin
How To Solve Typical School Problems.
PUB DATE- Dec 94

Dorman, Jeffrey P.; And Others
Rhetoric and Reality: A Study of Classroom Environment in Catholic and Government Secondary Schools.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Catholic Schools; *Classroom Environment; Educational Environment; Elementary Secondary Education; Foreign Countries; *Measurement Techniques; Organizational Effectiveness; Public Schools; *Religious Education; Science Instruction; Teacher Student Relationship
IDENTIFIERS- *Australia

Much Catholic school and church rhetoric suggests that Catholic schools possess distinctive learning environments. However, little empirical evidence has been found to support this assertion. Research has been hampered by the lack of an appropriate assessment instrument. This paper describes the development of a seven-scale instrument to assess student perceptions of classroom psychosocial environments in Catholic schools. The instrument assessed student affiliation, interactions, cooperation, task orientation, order and organization, individualization, and teacher control. The instrument was used in a survey of 80 Catholic and 24 government classes in 32 schools. Findings revealed that the government schools scored significantly higher than the Catholic schools on the interaction and task orientation scales. A comparison of the environments of religion and science classes in Catholic schools indicated negligible differences on all scales except task orientation. The perceptions of 9th- and 12th-graders differed significantly in all scales except interactions. Girls perceived classrooms more positively than did boys. In general, the data suggest that the distinctive nature of Catholic schooling did not extend to all classroom environment dimensions deemed important to Catholic education. Moreover, government schools were perceived to be better organized, more conducive to positive teacher-student interactions, and more task oriented than Catholic schools. Four figures and four tables are included. (Contains 80 references.) (Author/LMI)

ED 379 796   EA 026 551

McCafferty, Stephen P.
Building Community in an Administrator Development Academy.
PUB DATE- 28 Oct 94
NOTE- 44p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Adult Learning; *Collegiality; Educational Administration; Educational Cooperation; Higher Education; Interprofessional Relationship; *Leadership Training; Management Development; Participative Decision Making; *Professional Development

The Administrator Development Academy (ADA) is a 6-week

This monograph presents four chapters on cultural and linguistic diversity in special education from the perspectives of three ethnic groups--African Americans, Asian/Pacific Islanders, and Mexican Americans, respectively. The first chapter is titled "Education Reform and Service Delivery to African-American Students," by Festus E. Obiakor and others. This chapter focuses on issues related to education reform as embodied in the General Education Initiative and service delivery to African-American students with disabilities. The second chapter is "Ecobehavioral Assessment: A New Methodology for Evaluating Instruction for Exceptional Culturally and Linguistically Diverse Students" (Carmen Arreaga-Mayer and others). This chapter reviews the current bilingual special education efficacy literature, offers a prototype ecobehavioral approach, and reports on a pilot study with 36 elementary students (in 26 classrooms) utilizing this approach. The third chapter is "Assessment of Asian and Pacific Islander Students for Gifted Programs" (Li-Rong Lilly Cheng and others). This chapter briefly describes the relevant cultural and ethnic groups, examines academic performance of Asian and Pacific Islanders in San Diego (California) as it relates to referral of this population to gifted programs, and draws implications for practitioners in the form of recommended multidisciplinary practices. The fourth chapter, "Nonstandardized Instruments for the Assessment of Mexican-American Children for Gifted/Talented Programs" (Jaime H. Garcia), discusses assessment strategies that provide qualitative data for the identification of gifted Mexican-American students. These strategies are grouped into four categories: student production, informant data, language and cognitive style data, and data organization systems. (Each chapter contains extensive references.) (DB)

ED 379 815   EC 303 688

Coleman, Henry A.; And Others
Linkages in the Delivery and Financing of Special Education Services in New Jersey. Project Final Report.
SPONS. AGENCY- New Jersey State Developmental Disabilities Council, Trenton.
PUB DATE- Oct 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; Decision Making; *Delivery Systems; *Disabilities; Disability Identification; Educational Diagnosis; *Educational Finance; Elementary Secondary Education; Eligibility; *School District Spending; *Special Education; *State Aid; State School District Relationship; Student Placement
IDENTIFIERS- *New Jersey

This study sought to determine whether state special education aid in New Jersey influences the number or types of pupils referred to special education services, the designation of their specific disability, and the setting in which special education services are provided. Analysis of data in state education agency reports and interviews with school officials found that: (1) costs incurred by local districts are more important than the amount of state aid in special education decisions; (2) state aid for special education does not promote excessive identification of children with disabilities, but may in fact inhibit the identification of pupils with disabilities because it does not fully cover the additional costs for services; (3) state aid does not promote the selection of

Program Development; *Special Education Teachers; Student Recruitment; Urban Education
IDENTIFIERS- Diversity (Student); *University of Wisconsin Milwaukee

This project recruited and provided preservice training for individuals from underrepresented groups who were interested in working in urban areas with young children with special needs and their families. The project was implemented within the University of Wisconsin-Milwaukee (UWM) Exceptional Education program in collaboration with the Curriculum and Instruction program and the Center for Teacher Education. The program included both existing and proposed coursework and opportunities for fieldwork and practica experiences in a variety of settings including community-based and public school programs. Competencies related to family-centered intervention, team collaboration and consultation, care coordination (case management), cultural diversity, transition planning, and problem-solving were infused into the program. Experienced professionals from underrepresented populations were recruited as mentors. Interviews with students indicated that students' expectations were being met. This report discusses the project's objectives, accomplishments toward objectives, and project findings. Appendices contain a project brochure, news releases, student teaching evaluation form, UWM-Milwaukee Area Technical College articulation agreement, and a preservice student questionnaire. (JDD)

ED 379 835 EC 303 708

Abery, Brian; And Others
Self-Determination for Youth with Disabilities: A Family Education Curriculum.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Advocacy; Curriculum; *Disabilities; *Family Involvement; Family Role; Goal Orientation; Long Range Planning; Parent Education; *Personal Autonomy; Secondary Education; *Self Actualization; *Self Determination; Skill Development; Values; Young Adults; Youth
IDENTIFIERS- *Choice Behavior; Self Advocacy

This curriculum is designed to enable youth and young adults with disabilities to gain greater personal control over their lives by providing them and their families with information and skills that support the exercise of self-determination. The youth/young adult family member with a disability is a full participant in all activities. The curriculum is composed of 15 modules: "What Is Self-Determination?" "Creating a Personal Futures Plan," "Conducting Family Meetings," "Identifying Values and Goals," "Recognizing Opportunities for Choice-Making," "Supporting Informed Choice-Making," "Persevering in Choice-Making," "Realizing Your Vision," "Solving Problems," "Resolving Conflicts," "Advocating for Yourself," "Connecting with Community Resources," "Participating in Political Systems," and "Continuing the Journey." Each of the 15 modules includes goals, objectives, activities, instructional procedures, and questions for review and reflection. The curriculum includes a parent and a youth questionnaire on self-

IDENTIFIERS- *Maryland

A survey of 36 Maryland public school systems and public and nonpublic special education schools investigated the range and intensity of Acquired Immune Deficiency Syndrome (AIDS) prevention education for students with disabilities. The survey found that the delivery model in most public schools was that of a regular educator and special educator both delivering AIDS prevention education. Although all systems in Maryland are required to provide inservice training for all faculty and staff about AIDS, only eight districts reported providing special education teachers with this inservice training, and only one school system reported that the inservice was different for special education teachers. Instructional procedures used included having a separate or adapted AIDS prevention curriculum for students with disabilities, using adapted materials, and assessing the mastery of competencies of students with disabilities. All of the public school systems indicated that they sent parents information about AIDS, while only two nonpublic special education schools did so. Schools reported a need for curricula, instructional materials, parent education, and staff development. Preservice and inservice teacher education recommendations are offered. The importance of collaboration between the regular health educator and the special educator is emphasized. (JDD)

ED 379 854 EC 303 727

Education of Students with Disabilities. Indicator of the Month.
PUB DATE- Feb 95
NOTE- 4p.; Extracted from "The Condition of Education, 1994."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Disability Identification; *Educational Trends; Elementary Secondary Education; *Incidence; Student Placement

This data sheet presents statistics relating to education of students with disabilities. Statistical highlights indicate that the number of students participating in federal programs for children with disabilities increased each year between 1977 and 1992, despite a decrease in elementary and secondary enrollment during the late 1970s and mid-1980s. Trends in disability classification and student placement are noted. A table presents the percentage distribution, and the percentage of total enrollment, of children (ages 0-21) served by federally supported programs for students with learning disabilities, speech impairments, mental retardation, serious emotional disturbance, and preschool disabilities, for the school years ending 1977 to 1992. Two graphs show trends in these data for selected school years from 1977 to 1992. (JDD)

ED 379 855 EC 303 728

Reagan, Timothy
Inclusion and the Deaf: Toward an Analysis of "Epistemic Violence."
PUB DATE- Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chapel Hill, NC, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consciousness Raising; Developing Nations; Economically Disadvantaged; *Females; Feminism; Foreign Countries; Learning Activities; Program Development; Program Implementation; Sex Bias; Sex Discrimination; *Sex Fairness; Womens Education; *Womens Studies; *Workshops
IDENTIFIERS- *Popular Education

This handbook presents ideas to prepare for, plan, design, and run a workshop on gender and women's oppression. It is intended for community, adult, and popular educators, trainers, organizers, facilitators, or teachers working for a liberated South Africa. Section 1 (chapters 1-3) helps the reader to think about women's oppression and gender, understand the need to challenge women's oppression, and see the possibilities for challenging it through popular education. Chapter 1 introduces key concepts and gives practical exercises to help broaden one's understanding of gender. Chapter 2 gives examples of where and how women's oppression happens around the world. Chapter 3 introduces popular education and its main principles. Section 2 (chapters 4-5) explains procedures for organizing and running a workshop to challenge women's oppression through popular education methods. Chapter 4 offers practical ideas and worksheets to plan for and design a workshop. Chapter 5 suggests ideas and guidelines to facilitate the workshop. Section 3 (chapters 6-9) explains what the activities are for and how to use them. Chapter 6 provides background information on group building and exercies to use in a workshop. Chapter 7-9 gives instructions for activities to use in a workshop. These exercises help the group examine gender and its relationships with other oppressive social systems and find strategies to strengthen women's position in their organizations. Appendixes include a glossary of terms, a handy reference to workshop techniques, and a list of 32 resources. (YLB)

ED 379 401   CE 067 769

McLennan, Krystyna S.
Merging Quality Processes & Tools with DACUM.
PUB DATE- Dec 94
NOTE- 26p.; Paper presented at the DACUM Invitational (Dallas, TX, December 7-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Educational Principles; *Educational Quality; Foreign Countries; Guidelines; Integrated Curriculum; Job Analysis; *Job Training; *Total Quality Management; *Vocational Education
IDENTIFIERS- *Canada; *DACUM Process

This paper explains how merging DACUM (Developing a Curriculum) analysis with quality initiatives can reduce waste, increase job efficiency, assist in development of standard operating procedures, and involve employees in positive job improvement methods. In the first half of the paper, the following principles of total quality management (TQM) are explained: use of statistical process control (SPC) tools, high efficiency, existence of standard operating procedures, and high employee involvement programs. The remainder of the paper outlines detailed procedures for using each of the following SPC tools with DACUM: brainstorming, flowcharting, Failure Modes and Effects Analysis (FMEA), and Pareto Analysis. Appended are the

Teaching Guides
IDENTIFIERS- *Excavations; *Pipelines; Pipe Workers

This packet contains the instructor and trainee manuals for a course dealing with trench protection and principles of pipe laying. Part 1 is the instructor guide for an 80-hour course--12 classroom hours and 68 hours of hands-on exercises. Contents are as follows: a course outline; course schedule; equipment list; material and equipment checklist; audiovisual checklist; site design information; equipment, tools, and materials list by section; checklist of hands-on exercises; and instructor's reference notes for classroom discussion. The course is designed in four sections. Sections I-III cover trenching and excavation safety, pressure pipe laying techniques, and utility line and grade. Each section begins with a 4-hour classroom session followed by three hands-on exercises of 4 hours each. Section IV (gravity flow piping systems) allows the trainee to practice or demonstrate skills acquired during the first portion of the course by actually installing a gravity flow pipe, a pressure water pipe, a storm drain pipe, and constructing a manhole and/or inverts. These exercises are designed for 10 hours each and the trainees rotate through each task. Part 2 of the manual contains assignment sheets for all sections. Part 3 is the trainee manual. Each section contains objectives, terms and definitions, informative material, and assignments sheets. Appendixes include a glossary of terms and abbreviations and Occupational Safety and Health Administration construction standards for excavations. (YLB)

ED 379 422 CE 068 102

General Construction. Instructor Manual.
PUB DATE- Jun 93
NOTE- 376p.; For related documents, see CE 068 095-096 and CE 068 098-101.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Building Trades; *Construction (Process); Construction Industry; *Hand Tools; Instructional Materials; Mathematics Skills; Orientation; Postsecondary Education; *Safety; Safety Education; Teaching Guides

This guide contains materials for a general construction course. Introductory materials include a list of videos, schedule for the 10-day course, and tools and material list. The course is divided into 10 sections. Each section consists of some or all of these components: list of trainee objectives, instructor notes, instructor outline, instructional/informative materials, assignment sheet(s), and review quiz. The 10 sections cover the following topics: craft orientation; material recognition; hand tools; safety; power tools--gas/electric/pneumatic/powder activated; compaction; hand signals; knots and rigging; cutting and burning; and introductory industry math. Answer keys to review quizzes follow Section 10. Contents of attachments are as follows: a publication with course overviews of 10 construction skills courses, 7 environmental courses, 3 refresher courses, and 6 supervisory courses and news releases that focus on a learn-at-home program to improve reading skills. (YLB)

ED 379 423 CE 068 123

Logan, Joyce; Briscoe, Melissa
Kentucky's Evaluation System for Tech Prep Programs and Data

format, teacher and counselor inservice activities form, and sample project activities structure. Appended are the following: definitions; lists of School-to-Work Leadership Group members, Wisconsin Cooperative Educational Services agencies, and Wisconsin technical college systems; acronyms; and sample tech prep Title III project narrative format, budget summary, project timeline, and project evaluation. (MN)

ED 379 440 CE 068 214

College of Lake County National Workplace Literacy Program. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; *Community Colleges; Cooperative Planning; Curriculum Development; *Demonstration Programs; English (Second Language); Learning Activities; Lesson Plans; *Literacy Education; Mathematics Skills; Models; Needs Assessment; Numeracy; *Partnerships in Education; Pretests Posttests; Program Development; *Program Effectiveness; Questionnaires; Reading Skills; *School Business Relationship; Test Coaching; Two Year Colleges; Writing Skills
IDENTIFIERS- General Educational Development Tests; *Workplace Literacy

The College of Lake County in Grayslake, Illinois, formed an educational and business partnership with four area businesses to design and implement workplace literacy programs targeted to the needs of each business. The project's four objectives were as follows: develop a model of cooperation between a community college and the business community in meeting the needs of the community's adult learners; assess employees' and companies' needs to permit development of appropriate curricula and instructional strategies; develop a model workplace program; and provide workplace skills training and support services to a significant number of eligible employees and develop a plan for ongoing training. Classes were developed and offered in reading/writing, General Educational Development Test preparation, math, and English as a Second Language. At least 83% of supervisors surveyed noted at least some improvement in the skill levels of employees who participated in the classes. (This document begins with a brief project overview. Of the remainder of the document, approximately 50% consists of reports of the activities conducted/materials developed to meet the project's four objectives. Final reports submitted by each project partners and an outside evaluator's report constitute the remainder of the document. Appended are project-related correspondence and evaluation forms.) (MN)

ED 379 441 CE 068 215

Barauski, Sue, Comp.
The Staff Development Process. Part One: The Needs Assessment Process. Illinois State Capacity Building for Adult Literacy Staff Development Project.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Feb 95

and production skills; (5) important industry principles of technology; (6) important industry labor issues; (7) important community issues; (8) health, safety, and environmental issues; and (9) important aspects of personal conduct in industry. An objective test (question test bank) with an answer key is provided. (KC)

ED 379 459 CE 068 273

Custer, Rodney L.
Performance-Based Education. Implementation Handbook.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 94
NOTE- 105p.; For related "Technology Activity Modules", see CE 068 274.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; *Competency Based Education; Evaluation Methods; Integrated Curriculum; Measures (Individuals); *Portfolio Assessment; Portfolios (Background Materials); Program Implementation; Secondary Education; *State Standards; *Student Evaluation; *Technology Education; Vocational Education
IDENTIFIERS- Authentic Assessment; Missouri; *Performance Based Evaluation

This guide is designed to do the following: (1) serve as an implementation resource for technology education teachers as they integrate technology education with Missouri's Academic Performance Standards; (2) provide a source of activities and activity ideas that can be used to integrate and reinforce learning across the curriculum; and (3) suggest additional resources. The guide contains four chapters. Chapter 1 provides an overview of the performance standards and the trend toward integration of the standards with technology education. Chapter 2 explains the performance standards approach, including basic assumptions about learning, types of performance standards approaches, and levels of performance standards approaches. In Chapter 3, implementation of performance standards is discussed. Implementation strategies and examples from various school districts are provided. The fourth chapter deals with the following: performance standards assessment, the authentic approach to assessment, how authentic assessment differs from traditional assessment, rubrics, portfolios, and other performance assessment tools. Appendixes include the following: definitions of key terms; Missouri State Goals and Performance Standards; and resources--26 general references on performance standards and assessment; 17 references on portfolios; 9 associations; and 1 source for videotapes. (KC)

ED 379 460 CE 068 274

Custer, Rodney L., Ed.
Performance Based Education. Technology Activity Modules.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 94
NOTE- 534p.; For related "Implementation Handbook", see CE 068 273.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.

and the capacity of the training world to adapt and respond to market needs and (2) workshops on new vocational training policies, institutional adjustment, and international labor standards and vocational training. Part 4, "New Vocational Training Policies and Strategies in Latin America" (J. C. Alexim), focuses on changes in vocational training resulting from economic and social pressures and demands. Appendixes include a list of institutions responsible for vocational training in Latin American and Caribbean countries and a 29-item annotated bibliography. (YLB)

ED 379 478 CE 068 302

Hunt, Deirdre; And Others
Training in the Food and Beverages Sector in Ireland. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 43p.; For the report on United Kingdom, see CE 068 303. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; Bakery Industry; Case Studies; *Continuing Education; Corporate Education; Dairy Farmers; Fisheries; Food; *Food Processing Occupations; Foreign Countries; *Labor Force Development; Meat Packing Industry; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Beverages; *Ireland

The food and beverage industry is of overwhelming strategic importance to the Irish economy. It is also one of the fastest changing sectors. Recent trends in this largely indigenous industry in recent years include the following: globalization, large and accelerating capital outlay, company consolidation, added value product, enhanced quality demand, rapid and continuous technological change, and increased overseas operations. As the industry changes, so does the skill profile of its work force. Human resource development (HRD) specialists in the food and beverage industry face a number of challenges: a continuous training requirement, higher entry-level knowledge base, customized approach to meet company needs, certification of in-house training, production of transferable skills, and public and private sector partnership role. Five case studies suggest that, in terms of their HRD policies and practices, Irish companies emerge as world-class players. The companies studied are energetic, creative, and determined in their approach to developing their personnel for present and future requirements. The following themes can be extracted from the case studies: enhanced emphasis on social communication skills for all levels, development of in-house consultative systems, training that is increasingly technologically driven, and need for locally delivered but nationally recognized training. Training needs to be globalized. (The research methodology is appended.) (YLB)

ED 379 479 CE 068 303

Burns, Jim A.; King, Richard
Training in the Food and Beverages Sector in the United Kingdom. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 87p.; For the report on Ireland, see CE 068 302. Cover title varies.
LANGUAGE- English

PUB DATE- 90
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Learning; *Cognitive Style; Intelligence; Material Development; Models; Program Development; Program Implementation; Staff Development; *Teacher Improvement; Teaching Methods; Tutoring; *Tutors; Workshops

A project implemented a new tutor training model that used integrative learning strategies to teach more effectively to different intelligences and learning styles of adult learners. A 15-hour tutor training curriculum focused on designing lessons that do the following: involve several learning styles and intelligences, encourage an equal partnership in learning, and promote greater creativity and self-reliance by tutors. A 1-day workshop introduced integrative learning strategies. To train all tutors in the new model, the project developed a tutor mentor program. Tutor mentors attended a 2-hour training workshop each month to learn about integrated learning strategies and a specific exercise or activity to teach to their group of 12-15 fellow tutors. Evaluation results indicated the following: tutors had a higher level of understanding of the components of the four-part lesson plan; 89 percent of tutors felt comfortable or very comfortable using a variety of integrative learning techniques at the close of training; and the project was successful in instilling the core concepts that learning is fun, tutoring is a partnership, and tutors often learn from their students. (Attachments to the 20-page report include the following: outlines of training for five sessions, trainer curriculum guides that indicate concepts, group interaction style, and materials; tutor mentor materials, including handbook; evaluation forms; progress report forms; and workshop and other flyers.) (YLB)

ED 379 497 CE 068 325

Jeyasingam, Jean
Project READ Annual Report 1989.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 May 90
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Computer Assisted Instruction; Federal Aid; Libraries; *Literacy Education; Program Effectiveness; Program Evaluation; *Recruitment; School Holding Power; *Student Attrition; *Tutoring; Tutors; Volunteers; *Volunteer Training

In 1989, almost no organized recruitment efforts were made, either for tutors or learners, for Project READ, an adult literacy program held at the Longview, Washington, Public Library. The retention rate remained at 63 percent. Seventy-one tutors participated in the program; the average number tutoring each week was 34. Tutors from all walks of life, vocations, and careers participated in the program. Fifty-three percent of the tutors felt they needed more training in the following areas: tutoring activities, phonics, assessing student needs, and teaching reading skills, writing skills, and grammar. Twenty-

The first of two volumes, this packet contains four learning exploration activities that hospital workers can use in a classroom setting to improve their reading skills. The instructor's manual contains information about reading instruction, teaching suggestions, and a pre- and post-evaluation, along with a syllabus for the 13-week course that provides information on instructional goal, course description, objectives, rationale for the course, schedule, and major curriculum topics. In the student workbook are activities designed to help students learn strategies that will help them to interpret the materials they find in the workplace and to maintain a handbook that will assist them in applying reading strategies. The four learning explorations cover the following: reading aloud to help comprehension, more about reading, "before-reading" strategies, and practicing and further developing reading strategies. Each of the learning explorations includes questions for students to answer and information sheets. (KC)

ED 379 520   CE 068 373

Vitale, Edmund, Jr.
Project VISIONS. Enhancing Your Employment through Educational Opportunities. Instructor's Guide and Student Workbook for Strategic Reading for Hospital Employees II.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 55p.; For related documents, see CE 068 362-367 and CE 068 370-372. Printed on colored paper. Internal pagination begins at p. 14 for Instructor's Guide, and p 28. for Student Workbook, picking up pagination from CE 068 372 (Guide and Student Workbook, Employees I).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Allied Health Occupations Education; *Hospital Personnel; *Learning Activities; *Literacy Education; Medical Services; Reading Comprehension; *Reading Instruction; Reading Processes; *Reading Strategies
IDENTIFIERS- *Workplace Literacy

The second of two volumes, this packet contains seven learning exploration activities that hospital workers can use in a classroom setting to improve their reading skills. The instructor's manual contains information about reading instruction and teaching suggestions. In the student workbook are activities designed to help students learn strategies that will help them interpret the materials they find in the workplace and maintain a handbook that will assist them in applying reading strategies. The seven learning explorations cover the following reading strategies: (1) developing "during-reading" strategies; (2) practicing "during-reading" strategies; (3) developing "after-reading" strategies; (4) review; (5) strategies to perform work; (6) the hospital-wide perspective; and (7) high-performance thinking strategies. Each of the learning explorations includes questions for students to answer and information sheets. (KC)

ED 379 521   CE 068 417

making; (7) implementation; and (8) evaluation. Each of the eight sections of the checklist includes a set of four items reflecting effective problem-solving. (Author/BF)

ED 379 540 CG 025 934

Rossman, B. B. Robbie; And Others
Cognitive and Social Information Processing of Children in Violent Families.
PUB DATE- Aug 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994). Document contains dark and filled print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Childhood Attitudes; *Children; Emotional Development; Emotional Response; Family Environment; *Family Violence; *Parent Influence; Prosocial Behavior; *Psychological Patterns; *Social Cognition; Social Development
IDENTIFIERS- Childhood Experiences

While once thought to be oblivious to parental violence, child witnesses to parental violence are now considered to be at risk as victims of both chronic trauma and psychological maltreatment. The purpose of this study was to examine the relationships among childrens' parental violence history, cognitive skills, processing of social information, trauma reactions, and behavioral, school, and social functioning. Interviewees included mothers (n=68) and children aged 5-13 years divided approximately equally by gender and age group (5-7, 8-10, 11-13 years). Children fell into two parental violence witnessing groups: witnesses to parental violence residing in Battered Women's Shelters who were screened to eliminate personally abused children; and, children residing at home who had been screened for witnessing violence and abuse but had been exposed to a typical range of parental verbal conflict. Mothers and children completed several types of instruments. The results replicated previous studies in suggesting that child witnesses to parental violence experience greater deficits in functioning than nonwitnesses. They also suggest that while child witnesses were not showing deficits in processing nonsocial information, they were showing some difficulties in processing social information, being more likely to expect aggressive content. (BF)

ED 379 541 CG 025 935

Attitudes and Opinions from the Nation's High Achieving Teens. 25th Annual Survey of High Achievers.
PUB DATE- 94
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attitude Measures; Drinking; Drug Use; Eating Disorders; Educational Environment; *High Achievement; *High Schools; High School Seniors; Peer Influence; Popular Culture; Racial Relations; *Student Attitudes; Student Characteristics; Tables (Data)

This survey was conducted during the spring of 1994 for the purpose of determining the attitudes of student leaders in the nation's high schools. Eight thousand surveys were sent out to students, of which 3177 were returned. All students surveyed

English, Jill; Munger, Beth
Laws about Tobacco, Alcohol, and Other Drugs: A Guidebook for California's Parents and Educators. Revised.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Criminal Law; Drinking; *Drug Legislation; Drug Use; *Illegal Drug Use; *Laws; Legal Responsibility; *Legislation; Narcotics; Public Health Legislation; Young Adults
IDENTIFIERS- *California

With the increasing concern over alcohol and other drug use among young people, adults must educate themselves about legal issues. This booklet is a resource for parents and educators to help them learn tobacco, alcohol, and other drug laws in California. The material is organized by type of drug with the legal codes as they apply to that drug appearing below. The drugs covered include tobacco, alcohol, marijuana, peyote, inhalants (such as nitrous oxide), anabolic steroids, and narcotics and dangerous drugs. The legal codes address issues of sale and purchase, possession, false identification, liability, driving, provision, and minors. Also covered are laws on drug paraphernalia, parental responsibilities, school expulsion, confidentiality, counseling, medical care, presence where drugs are being used, disorderly conduct, and possession of drugs without a prescription. A glossary defines some technical terms. Knowledge of the serious consequences of drug use will enable adults to communicate these consequences to their children and students. (RJM)

ED 379 561 CG 026 037

Perspectives on Violence and Substance Use in Rural America.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Crime; Crime Prevention; Drinking; Drug Abuse; *Drug Use; Intervention; Prevention; *Rural Areas; Rural Environment; Rural Population; Rural Schools; *Substance Abuse; Tobacco; *Violence
IDENTIFIERS- United States

Although violence and substance use are usually considered urban problems, rates of violence and substance use in rural areas are catching up to urban rates. This collection of six articles explores violence and substance use in rural America, the relationship between the two, the factors contributing to these problems, and effective preventive and intervention measures. The monograph dispels myths about rural communities; the chapters represent a variety of viewpoints and methodologies, but the fundamental premise of the book is that stereotypes about rural living are inaccurate. Before action can be taken to address problems in rural violence and drug use, misconceptions about rural areas must be overcome. The articles cover a variety of relevant issues: "Violence and Substance

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Cognitive Structures; *Cognitive Style; Learning; *Learning Motivation; Learning Strategies; Learning Theories; *Personality Traits; Secondary Education; Self Motivation; Student Motivation
IDENTIFIERS- *Enneagrams; Learning Patterns

The Enneagram is a model of human consciousness. It describes each of the nine strategies that people adopt to understand the world and others. This guidebook is intended to be used with the video of the same name, which describes the nine perspectives on learning. The book provides a Type-related context to the comments made by the students on the video. The reader will find background information to the video: brief introductions to the system, to the Types, and to the three centers of inner perception. The placement of attention of each Type are examined; these Types are intrinsically related to learning style. For those with knowledge of the system, this book is a useful illustrative guide to the video. For those who do not know the system well, but want to introduce the Enneagram to others, this guidebooks is a simple first step. Those unaware of the system should consult with the author before using the video and this book. The common vocabulary and common framework provided by the Enneagram makes it particularly effective in the classroom in understanding teaching styles, learning styles, and with communication in general. (RJM)

ED 379 581 CG 026 084

Grant, Dale F.; Jackson, Mary H.
Career Day Programs for Today's Youth.
PUB DATE- Feb 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Career Development; *Career Education; Career Exploration; Careers; Modeling (Psychology); Observational Learning; *Occupational Aspiration; Occupations; *Role Models; Secondary Education; Youth
IDENTIFIERS- *Career Days

Virtually every level of compulsory education features a Career Day program as part of a school's career guidance efforts. This paper proposes that Career Day programs can be improved to meet the career explorations and school-to-work needs of today's students. It advocates that the content of such programs be broadened so as to include more of the subtle aspects of career exploration and the job search process. All students, not just those who are college-bound, need career counseling. Likewise, literature reviews suggest that students need different kinds of help and that all students should be encouraged to gather information about careers and be able to recognize their strengths and weaknesses. Career Day programs can help meet students' needs by the increased use of role models. Since self-assessment includes grasping an understanding of interests, abilities, and aptitudes, role models can be invited to address how their interests, abilities, and aptitudes have influenced their career decisions. These experiences may be related to the classroom, to extra-curricular activities, or to a mentor. Role models can be used in a variety of formats, from presenting factual information, to using "how-to" strategies while sharing skills; students C and D made progress but still were in need of remedial help. In summary, it appears that precision teaching is an excellent tool for small group instruction. The students enjoyed the variety of activities available for practice and even liked being timed and charting their progress. (Contains 21 references and 28 appendixes of data and research materials.) (TB)

ED 379 600 CS 011 997

Murray, Bruce
Segmentation or Identity? Reconceptualizing Phoneme Awareness.
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; Higher Education; Models; *Phoneme Grapheme Correspondence; Phonetic Analysis; *Phonetics; *Reading; *Reading Processes; Reading Research; Reading Strategies
IDENTIFIERS- *Phonemic Awareness; Phonological Awareness; Segmentation (Verbal)

A survey of the training literature on phoneme awareness suggests that help for slower readers comes in the form of a focus on phonemes through stretched sounding and phoneme isolation in a careful progression that considers the number and choice of phonemes and position in syllables. Stretching and isolating phonemes allows beginners to explore their articulatory boundaries and begin to create a representation of memory. The research on phoneme awareness has largely assumed that the essential awareness task is segmentation. However, various empirical and theoretic problems with segmentation suggest a new conceptualization of phoneme awareness as, at root, a matter of recognizing phoneme identities; that is, recognizing phoneme similarities and dissimilarities in words. The proposed model of reading acquisition, therefore, argues that knowledge of phoneme identities and letter identities are necessary learning grapheme-phoneme correspondences. Knowledge of correspondences then enables the use of letters as visual symbols of phonemes, making it possible for letters to become mediators in working memory. The ability to recognize letters as symbols for phonemes enables the initial decoding breakthrough of phonetic cue reading and facilitates the more advanced phonemic manipulations of blending and segmentation during phonological recoding. In general, attaining sufficient familiarity with phoneme identities to recognize them in the context of spoken words seems to be the initial hurdle in learning to read. (Contains 66 references.) (TB)

ED 379 601 CS 011 999

Paratore, Jeanne R.; And Others
Shifting Boundaries in Home/School Responsibilities: Involving Immigrant Parents in the Construction of Literacy Portfolios.
PUB DATE- Nov 94
NOTE- 35p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English

ED 379 619 CS 012 018

Allen, Janet
It's Never Too Late: Leading Adolescents to Lifelong Literacy.
PUB DATE- 95
NOTE- 231p.; Foreword by Tom Romano.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Case Studies; Classroom Environment; Classroom Research; *High Risk Students; Intermediate Grades; *Literacy; Middle Schools; *Reading Instruction; Reading Research; Secondary Education; *Student Motivation; Teacher Role; Teacher Student Relationship; Teaching Methods; *Writing Instruction
IDENTIFIERS- Teaching Research

Both a "how-to" book and the story of a "year in the life" with a teacher and her at-risk students, this book is a research chronicle that offers proven methods and inspiration for teachers of the most obdurate middle and secondary school students. The book presents case studies, photographs, quotes from educators, surveys, activities, and step-by-step strategies for teaching reading and writing. Chapters in the book are: (1) The View in the Rearview Mirror; (2) New Understanding--Same Challenges; (3) Creating a Literate Environment; (4) Meeting the Students Where They Are; (5) Voices Within and Without; (6) The World Is Our Textbook; (7) Supporting Real Choices; (8) Going around the Edges; (9) "It Was the Best of Times, It Was the Worst of Times..."; (10) "That One Wonder of a Child..."; and (11) Living a Meaningful Life. Appendixes present the research methodology, survey instruments, samples of assessment/evaluation prompts, and a student-generated reading interview survey. Contains 121 references, 110 literary references, and 17 resource references. (RS)

ED 379 620 CS 012 019

Cordeiro, Pat, Ed.; And Others
Endless Possibilities: Generating Curriculum in Social Studies and Literacy.
PUB DATE- 95
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020),Books (010)
DESCRIPTORS- Critical Thinking; *Curriculum Development; Elementary Education; *Integrated Curriculum; *Interdisciplinary Approach; *Literacy; Notetaking; *Social Studies; Teacher Education; Thematic Approach; Whole Language Approach
IDENTIFIERS- Curriculum Emphases

Exploring what it means for teachers to generate curriculum with their students and to share the responsibility and joys of deciding what and how students learn, this book describes teachers' own experiences in generating curriculum that integrates social studies, literacy, and whole language. The book presents practical ideas that teachers across the grades teacher's manual, and two units using semantic mapping, cloze exercises, graphic aids, and vocabulary games. The unit tests from the series were administered after each chapter was completed. Results indicated no significant difference in students' scores on the unit tests. (Contains 19 references and 1 table of data. Two appendixes of data are attached.) (RS)

ED 379 640   CS 012 048

Forte, Frances
Reading Aloud to Fourth Grade Students.
PUB DATE- Apr 95
NOTE- 43p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Grade 4; Instructional Effectiveness; Intermediate Grades; *Oral Reading; *Reading Aloud to Others; Reading Attitudes; *Reading Comprehension; *Reading Improvement; Reading Research
IDENTIFIERS- New Jersey

A study determined if regular listening to oral reading by the teacher affected fourth-grade students' level of comprehension. Subjects were 47 students from an elementary school in central New Jersey. Twenty-five students were read to for 30 minutes daily for 8 weeks in addition to their regular classroom reading instruction. The remaining 22 students received their regular classroom reading instruction. Pre- and post-tests were given using the Ginn level Eleven Reading Test. A student questionnaire was administered at the outset of the study to determine interest in reading. Results indicated that students exposed to oral reading scored higher in reading comprehension tests than students not exposed. (Contains 23 references and 4 tables of data. An appendix presents the questionnaire, pre- and post-test data for the control and experimental groups, and questionnaire results from the control and experimental groups.) (RS)

ED 379 641   CS 012 049

Bottone, Margaret
The Effect of Small Group Instruction on Reading Comprehension.
PUB DATE- Apr 95
NOTE- 30p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Grade 1; *Group Dynamics; Primary Education; *Reading Aloud to Others; *Reading Comprehension; *Small Group Instruction
IDENTIFIERS- New Jersey; Retelling

A study investigated children's comprehension of stories read to a small group, and to a whole class. Ten storybooks were read to two classes of first grade children from the same school in suburban New Jersey. Five children randomly selected from one class listened to the stories as part of a whole class. From the other first grade class, five children were randomly selected, and listened to stories in a group of five. After a story was read, each child was asked to tell about the story individually. Comprehension was based on the number of responses that answered the questions who, what, where, when, and why. Children who listened to stories in the small group well and as poorly as those given the fourth. A multiple-choice questionnaire administered to the students after the writing test showed they did not value one assignment more than another. (Two tables of data are included; 18 references and the questionnaire are attached.) (TB)

ED 379 662 CS 214 733

Grow, Gerald
Writing and the Seven Intelligences.
PUB DATE- Mar 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Higher Education; *Writing (Composition); *Writing Instruction; *Writing Skills
IDENTIFIERS- Gardner (Howard); *Multiple Intelligences; *Writing Thinking Relationship

In "Frames of Mind," Howard Gardner replaces the standard view of intelligence with the idea that human beings have several distinct intelligences. Using an elaborate set of criteria, including evidence from studies of brain damage, prodigies, developmental patterns, cross-cultural comparisons, and various kinds of tests, Gardner identifies seven intelligences. Even though it was first published in 1983, Gardner's theory has not made an impact on the teaching of writing. Since writing is a blend of several distinct human capacities, it is worth considering how it can engage Gardner's seven intelligences, though those seven intelligences are by no means (Gardner admits as much himself) definitive; they are only one means of understanding the multiple facets of the human mind. First, the linguistic intelligence offers keen sensitivity to language; it develops the poetic instinct and a strong narrative sense. Second, the logical-mathematical intelligence helps with logical organization and development; it is the problem solving component of thought. Third, the interpersonal intelligence grabs the writer and keeps his or her attention focused, attentive to audience needs. Fourth, the intrapersonal intelligence conveys author voice and presence. Fifth, the spatial intelligence offers keen observation and good description. Sixth, the musical intelligence helps the writer with the rhythm of his or her prose and the harmony of the different parts of a piece. Seventh, the kinesthetic intelligence encourages sensitivity to the physical and sensitivity to movement, body language and "gut" feelings. (Contains two tables and 23 references.) (TB)

ED 379 663 CS 214 734

Brock, Cynthia H.; And Others
Positioning and Authority: An Investigation of Adult/Child Collaborative Writing in a Non-School Setting. Draft.
PUB DATE- Dec 94
NOTE- 48p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Discourse Analysis; Intermediate Grades; *Interpersonal Relationship; *Writing (Composition);

(080)
DESCRIPTORS- *American Studies; College Freshmen; *Freshman Composition; Higher Education; Humanities; Instructional Innovation; Interdisciplinary Approach; Portfolios (Background Materials); Student Needs; Writing Across the Curriculum; *Writing Assignments
IDENTIFIERS- *State University of New York Coll at Plattsburgh

In the fall of 1993, six faculty at SUNY Plattsburgh launched what they called the "Looking for America Freshman Semester," a program or course cluster of 16 credit hours in American studies, including anthropology, history, literature, philosophy, composition, and library skills. The core assumption underlying this effort was that writing is learning. Students in the program wrote about 30 papers of varying length during the semester, about 4 or 5 times what the average freshman writes. Curious to learn what students thought they had gained from their writing in the course cluster, one instructor asked his literature students to include in their portfolios the best essay they had written that semester--one *not written for his class. Six of the students selected essays* written in freshman composition; four of these were on personal topics having nothing to do with American studies. Three of the four expressed gratitude for the opportunity to write about personal topics. The two composition assignments that did relate to the American studies topic did so in surprising ways. One asked students to write about a personal experience with prejudice; the other asked for a short story which helped the student to understand writerly choices. This metacognitive experiment helped the instructor to appreciate the newness of cultural relativity from the perspective of a freshman, and to appreciate anew the importance of English 101. (TB)

ED 379 682   CS 214 755

Townsend, Julie E.
A Conflicting View in the Use of Journals for Composition and Literature Classes: Structure versus Freedom.
PUB DATE- May 94
NOTE- 12p.; Paper presented at the Annual Conference of the Community College General Education Association (13th, Albany, NY, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Imagination; *Journal Writing; *Self Expression; *Student Journals; Student Needs; Writing Exercises; Writing Instruction; *Writing Processes
IDENTIFIERS- Writing Development

The most powerful and profound thoughts known to humankind are the result of freedom to write whatever it is that the soul must purge; whatever a person is thinking that troubles him or her; anything that hinders his or her ability to be in that particular moment of living. On the first day of class, one writing instructor tells her students that she wants them to give her "guts and glory." And no sooner are these words our of her mouth than she explains that there are ways of conveying their emotions in writing without revealing their darkest secrets. It is the journal that students must carry out of the classroom--a piece of their lives that began from the first moment they recorded how they felt about something, profound or profane. Most student cower at the thought of English because somewhere along the line too much grammar was forced on them--

departments representing all five colleges of the university. Three dimensions of empowerment were identified through factor analysis. Verbal and nonverbal immediacy, relevance, and self-esteem were positively associated with empowerment and path analysis supported the hypothesized model. (Contains 50 references, 2 notes, 2 tables and 3 figures of data.) (Author/RS)

ED 379 700 CS 508 819

Comadena, Mark E.; Semlak, William D.
A Comparative Study of the Classroom Communication Behaviors Adult Learners and Traditional Undergraduate Students Associate with Teacher Effectiveness.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Communication Research; *Communication Skills; Higher Education; *Nontraditional Students; *Student Needs; *Teacher Effectiveness; *Teacher Evaluation; Teacher Student Relationship; *Undergraduate Students
IDENTIFIERS- *Communication Behavior

A study looked into what classroom communication behaviors adult learners and traditional undergraduate students associate with teacher effectiveness. Subjects for the study were 155 traditional and 95 adult learners at a large midwestern university. They were administered one of two questionnaires which differed on only one question: some were asked to discuss the best teacher they ever had and others were asked to discuss the worst. The questionnaire was designed to report the nonverbal immediacy, use of humor, use of narratives, and use of self-disclosures of that instructor on Likert-type statements with 5-point response options. While adult and traditional college students did not differ in their evaluations of the nonverbal immediacy of their worst teacher, they did differ in their evaluations of their best teachers. Traditional undergraduates rated their best teacher as more nonverbally immediate than did adult students. However, ratings of the use of humor, narratives and self-disclosures did not differ for the two groups significantly. Also, in some respects the results concur with an earlier study by Comadena (1991). In that project, a significant positive relationship between the use of referent power and teacher effectiveness was observed for traditional students, whereas no significant relationship was observed for adult learners. (A table of data is included; 10 references are attached.) (Author/TB)

ED 379 701 CS 508 820

Yang, Hwei-Jen
Coping with Alienation in the Work Place: The Stories of Asian Americans.
PUB DATE- Nov 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Research; Communication Skills; Conflict; Content Analysis; Curriculum Guides; *Group Dynamics; Higher Education; *Interpersonal Communication; Mass Media Role; *Mass Media Use; Popular Culture; Teaching Guides; *Television Viewing
IDENTIFIERS- *Communication Behavior; *Communication Context; Family Communication; MTV; Small Group Communication

A study investigated how a contemporary, popular media program such as "The Real World" (on MTV) can be used most effectively in the classroom to illustrate the basic concepts of interpersonal, group, and family communication. The 21 individual 22-minute episodes of the second season of "The Real World" (a combination of video-verite techniques and staged interviews with seven real young people--not actors--who were selected to share a house in Venice, California while their lives were captured on videotape) were subjected to a content analysis. Results indicated in a group or family setting), and the role of communication climate were particularly well represented; (2) the mix of the house members provided numerous illustrations of cultural influences on communication; (3) the roles of uncertainty reduction and self-disclosure were well illustrated, but the series tended to emphasize group situations over dyadic contexts; and (4) family communication was illustrated less directly than communication concepts that apply across contexts. Future research is planned to determine the most effective ways of using "The Real World" and similar programs in the communication classroom. Findings take the form of a curriculum guide. (Contains 73 references. Appendixes present the curriculum guide--which provides detailed descriptions, communication concepts illustrated, and discussion questions for each of the 21 episodes--a list of general communication concepts presented in "The Real World," a chart to guide in the selection of appropriate episodes to illustrate specific communication concepts, and 12 endnotes.) (RS)

ED 379 720 CS 508 841

McAllister, Elizabeth A.; Neubert, Gloria A.
New Teachers Helping New Teachers: Preservice Peer Coaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Experiential Learning; *Feedback; *Helping Relationship; Longitudinal Studies; *Peer Relationship; Preservice Teacher Education; *Professional Development; Student Teaching; Teacher Role; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- New Teachers; *Peer Coaching; *Reflective Thinking; Teaching Research; Towson State University MD

Taking as its guiding principle that through peer coaching new sex; and (8) expressed a wavering trust in the decision-making abilities of educators. Although traditional Christian parents shared most concerns about public education with other parents, they were especially concerned about sex education and religious issues. African-American parents shared similar concerns with other American parents, but expressed dissatisfaction with their local schools' performance, supported more candid sex education, and reported concerns about negative stereotypes in textbooks and curricula. Thirteen tables are included. (LMI)

ED 379 739   EA 026 467

Pierce, Ronald K.
What Are We Trying To Teach Them Anyway? A Father's Focus on School Reform.
PUB DATE- 93
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; Educational Innovation; Educational Vouchers; Elementary Secondary Education; *Nontraditional Education; Open Education; Parent Influence; School Choice; *Student Centered Curriculum; Student Interests; Student Motivation

This book, written by a father of school-aged children, challenges the idea that school reform must be based on raising test scores. Rather, it asserts that school reform should start by deciding what kind of students it wants to produce and then designing schools that will allow students to develop accordingly. The book advocates a child-centered curriculum that encourages children to explore and learn at their own pace. Schools must foster the following qualities necessary for the development of independent and self-governing young people: a love of freedom, joy in learning, a sense of control over their lives, and a sense of community. Parents and other groups must therefore challenge the instructional design and bureaucracy of the current educational system. True reform, it is argued, will occur only when the government-school monopoly is eradicated. To accomplish this, parents and others must demand meaningful choice in education. Concrete ways to work for change are suggested: (1) visit a child-centered school; (2) talk with students and parents; (3) work to start a child-centered school; (4) share your commitment; (5) encourage voucher legislation; (6) support a voucher initiative; and (7) work from the outside. (LMI)

ED 379 740   EA 026 468

Dodds, Dick; Swiniarski, Donna
The First 120 Minutes: A Guide to Crisis Management in Education.
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Audits; *Crisis Intervention; *Educational Planning; Elementary Secondary Education; Emergency Programs; Foreign Countries; *Organizational

source; and an agreed-upon long-range state construction assistance-funding plan that fits with verifiable estimates of long-range construction needs. Six exhibits are included. Appendices contain descriptions of priority factor scoring, the school facilities questionnaire, and a summary of school district responses. (LMI)

ED 379 758 EA 026 501

Implementing Performance Based Education: A Handbook for School Districts.
PUB DATE- 1 Jun 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Competence; *Competency Based Education; Educational Assessment; *Educational Objectives; Elementary Secondary Education; Performance; *School Districts; State Curriculum Guides; State School District Relationship; *State Standards; Student Certification
IDENTIFIERS- *Idaho

Idaho's "Schools 2000 and Beyond--An Action Plan for Idaho" report (1992) identified 12 strategies for improving student performance in its elementary and secondary schools. One of them, a "transition to a performance-based system," suggests a process that first describes what students ought to learn and how they should be able to apply or use that information, and then measures the extent to which students reach those goals. Individual school districts in Idaho will decide whether or not to implement a performance-based education system. This handbook provides information to school districts about performance-based education and the development of other accountability strategies. Sections provide information on the following: performance-based education, the roles of the school district and the state, the state educational vision, curricular goals for each subject area, exit performance standards, the statewide testing program, and performance-based accreditation programs. The handbook includes goals for each subject area, performance objectives, and sample progress indicators. The addendum contains charts for use in school-improvement workshops. (LMI)

ED 379 759 EA 026 502

Consalvo, Robert W.
Quality Education Not School Reform: A Modified Choice Proposal.
PUB DATE- 11 Feb 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (17th, Sarasota, FL, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Failure; Accountability; *Educational Vouchers; Elementary Secondary Education; High Risk Students; *Low Achievement; Nontraditional Education; Performance; *School Choice; *Tuition Grants

This paper presents a proposal for a modified school choice program that may serve as a public policy compromise to the

NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Case Studies; *Decision Making; Elementary Secondary Education; Information Seeking; Management Teams; Organizational Development; *Participative Decision Making; *Problem Solving; *Total Quality Management

This book presents interactive problem-solving situations based on the principles of Total Quality Management. Following the introductory chapter, the second chapter describes the two stages of the problem-solving process: (1) analysis of the problem and its causes, and (2) identification of a solution. Each stage is comprised of three phases--generating, scoping (or organizing), and closing (making the final decision). It also explains the book's focus on management tools. Chapters 3-5 describe case studies that illustrate how teams used the management tools to schedule a program for gifted and talented students at an elementary school; develop a school discipline policy at a high school; and select a course textbook in a business and management department at a community college. To work through the process of analyzing a problem and identifying a solution, team members used such tools as an affinity diagram to encourage creative thinking, a relations diagram to determine cause-effect relationships, and prioritization techniques to rank issues and alternatives. The second part of the book is a reference guide that explains when and how to use the management tools. (LMI)

ED 379 779   EA 026 526

Beane, James A., Ed.
Toward a Coherent Curriculum. The 1995 ASCD Yearbook.
PUB DATE- 95
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Elementary Secondary Education; Experimental Curriculum; Fused Curriculum; *Integrated Curriculum; Interdisciplinary Approach; Unified Studies Curriculum

This book addresses issues relevant to the development of a coherent curriculum. A "coherent" curriculum is one whose parts are unified and connected by a sense of the whole. Following the foreword by Arthur W. Steller and the prologue by James A. Beane, the introduction (1) by James A. Beane raises a number of questions related to the search for coherence in the curriculum and identifies some possible features of a coherent curriculum. The second part, "The Search for Coherence," describes attempts to create coherence in the curriculum. It includes both theoretical perspectives and school stories about organization and assessment. Chapters include the following: (2) "The Educated Person" (Ernest L. Boyer); (3) "A Supradisciplinary Curriculum" (Marion Brady); (4) "It Must Have a Name: Coherence In and Through the English and Language Arts" (Stephen Tchudi); (5) "Attempting Curriculum Coherence in Project 2061" (Andrew Ahlgren and Sofia Kesidou); (6) "Interdisciplinary Curriculum--Again" (Joan M. Palmer); (7) "Creating Coherence Through Curriculum Integration" (P.

preparation program for aspiring school administrators, developed by the Department of Educational Administration at a large state university in a midwestern city. Since 1983, the program's approach has shifted from one based on traditional discussions and lectures to one centered on the participants. This paper presents findings of an ethnographic study that examined program participants' patterns of behavior, beliefs, and practices. Data were obtained from observation, interviews, and document analysis. The program, based on the tenets of adult learning theory, emphasizes the development of reflective practices and interpersonal communication. Through group work, students learned trust and interdependence and began to view others as resources. Findings indicate that participants developed collegial relationships, the norm of shared work, and interpersonal communication skills. One figure and one table are included. Contains a 6-item reading list and 42-item bibliography. (LMI)

ED 379 797 EA 026 552

Portfolio Resources Bibliography: Innovative Assessment. Fall 1994 Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 113p.; For earlier version, see ED 367 689.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Admission (School); Certification; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Higher Education; Personnel Evaluation; Personnel Selection; *Portfolio Assessment; Portfolios (Background Materials); Qualifications; Resumes (Personal); *Student Evaluation; *Student Records

This annotated bibliography, collected and reviewed by the Test Center staff at Northwest Regional Educational Laboratory (NWREL), represents approximately 216 articles on the topic of portfolios. The articles are presented in alphabetical order by primary author and are also listed in an index. The articles are diverse. For example, they include both student and professional staff portfolios, theoretical articles, and actual samples of portfolio systems. All grade levels and many subject areas are covered. The index was developed around a system of descriptors that were used to analyze the articles. A complete listing of all descriptors and their definitions preface the index. Information is also provided on how to obtain the documents included in the bibliography. (LMI)

ED 379 798 EA 026 553

Braaksma, J.
Changing Conditions in Education Systems: Searching for New Balances in Some East and West European Countries.
PUB DATE- Jun 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Comparative Education Society in Europe (16th, Copenhagen, Denmark, June 26-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Decentralization; Elementary Secondary Education; *Foreign

classifications with higher reimbursements or additional cost factors; (4) state aid does not appear to be a primary factor in determining student placements; (5) financial resources of school districts become an important factor in placement decisions; and (6) there are several major deficiencies in the state special education aid system. Recommendations are offered concerning reforms to the special education service delivery and financing systems, emphasizing provision of comprehensive financial support of all forms of special education placement and promotion of placement in the least restrictive environment. (Contains 27 references.) (JDD)

ED 379 816   EC 303 689

Fuchs, Douglas; Fuchs, Lynn S.
Separate Is Sometimes Better: A Case for Keeping Special Education Placements.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Educational Objectives; *Educational Policy; Elementary Secondary Education; *Inclusive Schools; *Mainstreaming; Mental Retardation; Social Integration; Special Classes; Special Education; *Student Placement

Federal legislation for educating students with disabilities guides the selection of educational placements on the basis of the least restrictive environment, which must encourage the promotion of social interaction between students with disabilities and their nondisabled peers and must provide students an appropriate education. Some advocacy groups believe that social interaction is, itself, the appropriate education for students with disabilities, and reject the idea of special education placements. These full inclusionists believe that special education placements are inherently unequal and that their elimination will result in transformation of regular classrooms into more responsible, resourceful, and humane systems. However, the "separate is unequal" position fails to recognize that special education programs can be nurturing, demanding, and empowering in a way that mainstream education is not. Good special education is individualized, in contrast to regular education's "one size fits all" approach. The full inclusionists presume to speak for everyone despite the fact that several advocacy groups have issued public statements strongly endorsing special education placement options. Full inclusionists, who generally advocate for children with mental retardation, cannot seek their policy agenda only for children with mental retardation, as such a qualification would be construed as support for special education placements and their children may be the ones so placed. (Contains 24 references.) (JDD)

ED 379 817   EC 303 690

Fuchs, Douglas; Fuchs, Lynn S.
What's "Special" about Special Education? A Field under Siege.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

determination; forms for creating maps of the individual's background, relationships, places, preferences, choices, and future vision; role play scenarios; and a family networking form. (Some modules contain references.) (JDD)

ED 379 836 EC 303 709

Aleman, Steven R.
Individuals with Disabilities Education Act: Reauthorization Overview. CRS Report for Congress.
PUB DATE- 17 Nov 94
NOTE- 6p.; Supersedes ED 370 307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Early Childhood Education; Early Intervention; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Federal Legislation; Policy Formation; Special Education
IDENTIFIERS- *Individuals with Disabilities Education Act; *Reauthorization Legislation

This report provides an overview of programs authorized under the Individuals with Disabilities Education Act (IDEA) and discusses potential reauthorization issues. Programs include the Grants to States program, preschool program, infants and toddlers program, and discretionary grant programs. For each program, information includes fiscal year 1995 appropriations, number of children served, allocation formula used, number of states participating, and the legislation that established the program. Total funding for all IDEA programs from fiscal year 1980 to 1995 is charted. Reauthorization issues for each program are reviewed briefly, such as inclusion of children with disabilities in regular education classes, transition of young children with disabilities, financing of early intervention, and reform of special education. (JDD)

ED 379 837 EC 303 710

Yoches, Betty; Luera, Margarita
Another Way To View Child Development: An Interactive Approach to the Integration of the Sensorimotor System, Communication and Temperament. Project Ta-kos.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 90
NOTE- 269p.; For related documents, see EC 303 711-715.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Caregiver Role; *Child Development; *Communication Skills; Early Childhood Education; Motor Development; Parent Education; Parent Role; *Perceptual Motor Learning; *Personality; Professional Development; Psychomotor Skills; Sensory Training; Training; Workshops

The purpose of this training manual is to assist parents and professionals in understanding how a child's temperament, sensorimotor system, and communication system support each other in helping the child develop a solid foundation for normal growth and development. Training is based on the premise that awareness of the interaction and integration of these systems leads to more appropriate interpretation of the child's developmental needs by parents, teachers, and other caregivers, leading to a better "goodness of fit" in how the child and

DESCRIPTORS- *American Sign Language; Biculturalism; *Cultural Background; Cultural Influences; Cultural Maintenance; Cultural Traits; *Deafness; *Educational Practices; Educational Trends; Elementary Secondary Education; Epistemology; *Inclusive Schools; Minority Groups; *Sociocultural Patterns; Student Placement; Trend Analysis
IDENTIFIERS- *Deaf Community

The move toward inclusive education potentially threatens the very heart of the Deaf cultural community, and may be an example of "epistemic violence" where the dominant ideology of equality of access to educational resources actually serves to reproduce structured inequalities. Deaf education has been moving away from a view of deafness as a disability and deaf individuals as deficient, toward a view of the Deaf as a sociocultural minority group characterized by a distinctive language, cultural behaviors and artifacts, and a network of formal and informal organizations. In constructing the Deaf worldview, American Sign Language (ASL) serves as linguistic mediator and as an identifying facet of cultural identity. Adoption of the sociocultural model of deafness as the foundation for the education of deaf children would result in instruction taking place through ASL, a goal for all students of functional bilingualism in ASL and English, Deaf students studying together in a setting similar to residential schools, use of Deaf teachers, and control of education in the hands of the local Deaf community. Inclusion efforts entail the implicit rejection of the epistemological (as well as cultural and linguistic) world of the Deaf. The "most enabling environment" is proposed as the appropriate educational placement for Deaf students. (Contains 39 references.) (JDD)

ED 379 856   EC 303 729

Malloy, William W.
Inclusion: An Educational Reform Strategy for All Children.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Cooperation; Curriculum; *Disabilities; Educational Change; Elementary Secondary Education; *Inclusive Schools; Individualized Education Programs; Mainstreaming; Multicultural Education; *Regular and Special Education Relationship; *Resistance to Change; *School Restructuring; Teacher Certification; Teacher Role
IDENTIFIERS- *Reform Strategies

Inclusion, a special education reform strategy, should be refocused to accommodate the needs of children with and without disabilities. Inclusion can transform the status of children with disabilities from second to first class citizens and can eliminate the problem of children who have been misdiagnosed. Inclusion is characterized by a shared responsibility for the learning problems of students and minimization of special services outside the classroom. Existing barriers to this expanded focus are certain special education program mandates and elements of school structure related to organization and curriculum. These include Individualized Educational Plans, special education certification mandates, hierarchical school organization, and curriculum design as an element of social control. Changes in general education related to the reconstruction of the school's organizational structure through site-based management, adoption of a collaborative role of following: example of a DACUM job profile, FMEA criteria tables for operations and administrative functions, Pareto analysis data and graph, sample flowchart job aid, and sample standard operating procedure. (MN)

ED 379 402 CE 067 835

Buttler, Friedrich; Tessaring, Manfred
Human Capital as a Location Factor. Arguments for the Education Policy Discussion from a Labour Market Policy Standpoint. IAB Labour Market Research Topics No. 8.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Policy; Education Work Relationship; Employment Potential; Foreign Countries; Higher Education; *Human Capital; *Labor Force Development; *Role of Education; Universities; *Vocational Education
IDENTIFIERS- *Germany

Human capital is one of the central strategic factors in the location of production facilities in Germany. It can be formed and maintained only by qualified basic education, vocational training, and further training. The best possible and continuously updated qualifications are necessary and advantageous for the individual as well. Unskilled persons are subject to the greatest job risks and often find inadequate job opportunities. The number of jobs for unskilled persons will continue to decrease. Business and the public sector will require even higher qualifications at all levels in the next few decades, if Germany is to hold up to international competition. The appeal of the dual system of vocational training and of subsequent further training must be enhanced to meet the future demand for skilled labor. The best way to achieve a balance between practical vocational training and theoretical training in schools is to provide adequate recognition for both in subsequent employment. Conditions for studying at universities must also be improved. The priorities for education reform are as follows: shorten the time spent at the university, reduce the dropout rate, improve the quality of teaching, and make university studies more efficient. Universities must adjust the subject matters covered to meet the changing demands of society and industry. Universities' chronic lack of funds must be overcome and enrollments increased. (Three data tables are appended.) (YLB)

ED 379 403 CE 067 890

Fraser, Jane
Literacy Needs Assessment for an Aboriginal Island Reserve.
PUB DATE- 94
NOTE- 26p.; For related documents, see ED 376 276 and ED 377 315.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *American Indian Education; American Indian Studies; *Canada Natives; Developed Nations; *Educational Needs; Foreign Countries; Illiteracy; *Literacy Education; *Needs Assessment
IDENTIFIERS- *Ontario

A literacy needs assessment on an aboriginal island reserve in Canada was conducted to address courses to improve the literacy

Reported by Secondary and Postsecondary Kentucky Tech Prep Programs in 1993.
SPONS. AGENCY- Kentucky Univ., Lexington. Inst. on Education Reform.
PUB DATE- 10 Dec 94
NOTE- 52p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 10, 1994). Project funding also provided by the Kentucky Cabinet for Workforce Development. Evaluation instruments contain small and filled print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Data Analysis; Data Collection; *Evaluation Methods; High Schools; Postsecondary Education; *Program Evaluation; Questionnaires; Records (Forms); *Statewide Planning; *Systems Approach; *Tech Prep; *Vocational Education
IDENTIFIERS- *Kentucky

The Kentucky Tech Prep Evaluation system was developed to establish and maintain a database and data analysis for assessment of the effectiveness of tech prep programs in achieving specific goals and in helping schools improve cognitive and noncognitive performance as reflected in the Kentucky Instructional Results Information System (KIRIS) accountability system. The evaluation system was developed after reviews of a national tech prep survey instrument and Kentucky's tech prep goals and funding guidelines, meetings with key individuals involved in planning and delivering tech prep in Kentucky, and analysis of statewide transition and KIRIS data. The evaluation system is designed to determine over a 3- to 5-year period how tech prep is affecting students' test results and the school-to-work transition. The tech prep evaluation system is based on secondary and postsecondary survey forms that were tested at five pilot sites in metropolitan and rural school districts throughout the state. The surveys will be administered each year, and the responses will be analyzed along with cognitive and noncognitive KIRIS data. (Appendixes constituting approximately 50% of this document contain definitions for tech prep and the pilot version and 1994 versions of the secondary and postsecondary evaluation instruments.) (MN)

ED 379 424 CE 068 124

Carrell, Marilyn; Froning, Becky
Springdale High School Presents Side by Side. A Program To Share Technology.
PUB DATE- 10 Dec 94
NOTE- 11p.; Paper presented at the American Vocational Association Conference (Dallas, TX, December 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; *Computer Literacy; High Schools; Lesson Plans; Program Implementation; *Shared Resources and Services; *Word Processing
IDENTIFIERS- Springdale School District AR

This document outlines the goals and procedures of the Side by Side program, through which the business department at

NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Cooperation; Evaluation Criteria; *Literacy Education; *Needs Assessment; Program Evaluation; Questionnaires; Records (Forms); *Staff Development; *Statewide Planning; *Systems Approach
IDENTIFIERS- *Illinois

Illinois received one of six 2-year National Institute for Literacy grants to create statewide interagency staff development systems for literacy. After a staff development plan has been developed/implemented, a needs assessment process is developed that entails the following five steps: determine indicators of program quality and develop questions for each, introduce the needs assessment process to program staff, prioritize and select indicators to be addressed, conduct the needs assessment interview(s), and summarize the needs findings and present them to the program(s). Each step was further explained in the following ways: summarizing how it was accomplished in Illinois, identifying "best practices" for implementing it, developing guidelines for implementing the step across agencies, and presenting additional cautions/suggestions regarding its implementation. The needs assessment developed proved to be very successful in many types of programs and groupings of programs in Illinois. (Appendixes constituting approximately 50% of this document contain the following: description of Illinois' system of adult education and literacy and adult staff development, information on key project agencies, overview of project objectives, list of 10 quality indicators for adult education programs in Illinois, sample needs assessment questionnaire, and summary of staff development process.) (MN)

ED 379 442 CE 068 217

Geriatric Authority of Holyoke Workplace Literacy Project. Final Report. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Allied Health Personnel; Basic Skills; Competency Based Education; Counseling Services; Curriculum Development; *English (Second Language); Learning Activities; *Literacy Education; Medical Vocabulary; Numeracy; Nursing Homes; Outcomes of Education; Pretests Posttests; Program Development; *Program Effectiveness; *Proprietary Schools; Skill Development; *Test Coaching; Vocabulary Development
IDENTIFIERS- General Educational Development Tests; *Workplace Literacy

This final report documents the development of a workplace literacy program for 100 employees of the Geriatric Authority of Holyoke, Massachusetts (GAH), a major nonprofit nursing home and rehabilitation facility. It describes how GAH employees

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; Competence; *Competency Based Education; Evaluation Methods; *Integrated Curriculum; *Learning Activities; Measures (Individuals); *Portfolio Assessment; Portfolios (Background Materials); Program Implementation; Secondary Education; State Standards; Student Evaluation; Teaching Methods; *Technology Education; Units of Study; Vocational Education
IDENTIFIERS- Authentic Assessment; Missouri; *Performance Based Evaluation

These Technology Activity Modules are designed to serve as an implementation resource for technology education teachers as they integrate technology education with Missouri's Academic Performance Standards and provide a source of activities and activity ideas that can be used to integrate and reinforce learning across the curriculum. The modules take a major topical approach and include a wide range of activities from lower level to more advanced. They include the following: performance standards; activity suggestions for science, mathematics, health, communications, and social studies classes; procedures for conducting activities; and assessment sections. Instructor resource pages include some or all of the following: content outline, lists of resources, teaching suggestions, glossary, assessment suggestions, and a summary. The activities are grouped under the following subject areas: flight; space technology; telecommunications and telephony; graphic communications; bio-related technology; instrumentation and control; video production; applied physics; robotics; plastics technology; electronics; technology impacts and values; materials and processing; mass production and manufacturing; bridge building; and computer-aided drafting. (KC)

ED 379 461   CE 068 275

Common Competency Identification. Project Goals, Methodology, Results and Recommendations.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 94
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Behavioral Objectives; *Competence; *Competency Based Education; *Educational Needs; Educational Objectives; Needs Assessment; Program Development; Secondary Education; Statewide Planning; *Teacher Attitudes; *Trade and Industrial Education; *Trade and Industrial Teachers
IDENTIFIERS- Missouri

The Common Competency Identification project was conducted to find common occupational competencies across 19 technical and industrial occupational areas that provide a foundation for reevaluation of the delivery of trade and industrial (T&I) education. Instructors from the nine occupational areas accounting for the largest number of programs in the T&I area participated in an all-morning brainstorming session with vocational administrators, tech prep coordinators, and staff from the University of Missouri. They heard presentations about issues facing T&I and developed draft lists of competencies for the nine largest T&I areas. In the afternoon, each instructor reviewed the 19 T&I occupational profiles developed during the

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Corporate Education; Educational Improvement; Educational Needs; Educational Trends; *Education Work Relationship; Employment Patterns; Employment Projections; Employment Qualifications; *Food Processing Occupations; Foreign Countries; *Job Training; Labor Force Development; Labor Market; Manufacturing Industry; Personnel Management; Postsecondary Education; Private Sector; Productivity; Recruitment; Secondary Education; Tables (Data); *Training Methods; Training Objectives; Trend Analysis; *Vocational Education
IDENTIFIERS- *Beverages; *United Kingdom

An international team of researchers studied the following aspects of training in the United Kingdom's food and beverage sector: structure and characteristics, business and social context, training and recruitment, and future training requirements. Data were collected from an analysis of social and labor/employment statistics, literature review, and case studies of six food manufacturers ranging in size/type from a private family-owned business involved in food manufacture, retailing, and catering to the parent company of a group spanning 19 countries and employing more than 40,000 individuals. Included in each case study were a company profile, summary of its initial and continuing vocational training policies and practices, and analysis of training costs and effectiveness. In all six companies studied, the primary objective of training was to improve business performance. Developing a flexible work force was also deemed important. Most of the companies had recently invested in new processing plants, and all supported personnel development programs. Training was not a significant feature of companies' dialogues with unions. Most training plans/programs were dictated by business objectives and the need to meet production targets and legal requirements. In-house training by externally trained trainers seemed preferred. (A glossary and 45 tables/figures are included. Contains 38 references.) (MN)

ED 379 480 CE 068 304

Denys, Jan; And Others
Training in the Motor Vehicle Repair and Sales Sector in Belgium. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 77p.; For reports on other countries, see CE 068 305-308. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auto Body Repairers; *Auto Mechanics; Case Studies; Corporate Education; Educational Improvement; Educational Needs; Educational Trends; *Education Work Relationship; Employment Patterns; Employment Projections; Employment Qualifications; Foreign Countries; *Job Training; Labor Market; Personnel Management; Postsecondary Education; Private Sector; Recruitment; *Sales Workers; Secondary Education; Tables (Data); *Trade and Industrial Education; *Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- *Belgium

An international team of researchers studied the following aspects of training in Belgium's motor vehicle repair and sales sector: structure and characteristics; institutional and social context; relationship to Belgium's overall labor market; changing structural, economic, and organizational conditions;

one percent of tutors tutored 27 percent of learners using computer software programs as part of their tutoring efforts. Learner retention improved from 50 percent in 1988 to 62 percent in 1989. Two-fifths of learners heard about Project READ from friends and relatives; one-fourth were recommended by community agencies. In 1989, 109 learners were tutored; the average number of learners per month was 45. The majority of learners were employed and were at Project READ to improve their reading skills to keep their jobs or enhance their chances of getting a better job. Seventy-two percent of learners tested below reading level 6.0 at intake; 25 were reevaluated and 20 advanced by at least one grade level. (Appendixes include sample forms and materials developed and used by the project.) (YLB)

ED 379 498 CE 068 327

Fischer, Denise R.
Library Literacy Program. Final Financial Status and Performance Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Ancillary School Services; Federal Aid; *Intergenerational Programs; *Libraries; *Literacy Education; Social Support Groups; Student Developed Materials; *Student Publications; *Tutoring; Tutors; Volunteers; *Volunteer Training

Located in Baytown, Texas, Sterling Municipal Library's Adult Literacy Project provided free one-to-one tutoring to all totally and functionally illiterate adults in its service area. All tutoring was performed in the library during regular hours of operation. The project used Literacy Volunteers of America methodology and limited itself to teaching basic reading. Students were not assessed any fees for reading services; the library provided all materials. A special collection of reading materials was established to promote independent reading. Since January 1986, the project has served 400 students, equally mixed among Anglo, Hispanic, and Black populations with a small group of Asian students. To provide support for students, bimonthly newsletters were sent to their homes. A telephone support system was used to check on student needs. Tutors were exclusively volunteers who had undergone a 15-hour training session. Bimonthly inservice training sessions were provided for tutors. A U.S. Department of Education grant was used in the following ways: increasing availability of tutor training sessions; paying printing costs for four issues of the student literacy publication, "Brighter Horizons"; and providing for instructional materials for Families Reading Together, an intergenerational satellite facility in a low-income neighborhood. (Appendixes include the four issues of "Brighter Horizons," a copy of "Folktales" retold by Families Reading Together, and newspaper articles on the project.) (YLB)

ED 379 499 CE 068 328

Francois, Honore L.
From Parent to Child. Final Performance Report for Library Services and Construction Act Title VI Library Literacy Program.

Applied Technology and Adult Education Acronyms and Definitions.
Second Edition.
PUB DATE- Nov 94
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Abbreviations; *Adult Education; *Definitions; *Educational Research; Postsecondary Education; Technological Advancement; Technological Literacy; *Technology Education; *Vocabulary; Vocational Education

This second edition, updated from the 1993 version, consolidates acronyms, abbreviations, and definitions commonly used by educators, researchers, grant writers, technicians, practitioners, and other stakeholders in applied technology and adult education. This edition has been expanded to include abbreviations of Florida's state institutions of higher education and the numerical codes for each county. In addition, definitions and acronyms were added or modified to reflect the dynamic state of applied technology. Terms from the book were compiled from a number of sources: selected educational documents, regulatory sources, citations, and input from persons within state and local educational agencies, professional associations, and other agencies and groups that have an impact on applied technology and adult education. The terms and definitions are used at the federal, state, and local levels. Rules for using acronyms and abbreviations are also included. (KC)

ED 379 522 CE 068 457

Queeney, Donna S.
Assessing Needs in Continuing Education. An Essential Tool for Quality Improvement. First Edition. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 95
NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Adult Programs; Adult Students; *Continuing Education; Evaluation Methods; *Needs Assessment; *Program Development; *Program Implementation; *Research Methodology

This book offers step-by-step guidance on using needs assessment to design high-quality programs in continuing education. The book begins with a definition and description of needs assessment as part of the process of developing a continuing education program. The first of the book's 10 chapters describes the role of needs assessment in identifying discrepancies between existing and desired proficiencies and establishes the distinction between needs, wants, and demands. Chapter 2 identifies several factors to be considered in planning a needs assessment, including organizational priorities. Chapters 3 and 4 focus on choosing the topic of a needs assessment and selecting one or more methods with which to accomplish the assessment. Chapters 5, 6, and 7 describe specific needs assessment methods: self-reports, focus group and nominal group processes, the Delphi process, the use of key informants, supervisor evaluations, surveys, and more sophisticated research methodology. Chapter 8 addresses the role in the broader program planning process of needs assessment and the data obtained through it. Evaluating the were members of the junior or senior class during the 1993-94 academic year. They were selected for recognition in "Who's Who" by their principals or guidance counselors, other faculty members, national youth organizations or the publishing company, because of their high achievement in academics, activities, community service, athletics or their performance in national scholarship or award contests. The survey was tabulated by computer. Questions were tabulated by total response; breakdowns by sex, race, type of school attended and type of community are also included. The survey addressed issues such as: (1) School Violence; (2) Cheating in School; (3) Sexual Behavior; (4) Sexual Harassment, Assault, and Date Rape; (5) Cigarettes, Alcohol, and Drugs; (6) Peer Pressure. (BF)

ED 379 542   CG 025 938

Durbin, Kathy; And Others
Project Success: A School-Based Alternative to Expulsion.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Conflict Resolution; Daily Living Skills; *Discipline Problems; *Drug Abuse; Drug Education; Expulsion; *High Risk Students; Intervention; Junior High Schools; Parent Participation; *Partnerships in Education; *Special Classes; Student School Relationship; Violence
IDENTIFIERS- *Drug Free Schools; Lancaster County School District SC

Project Success is a school site-based implementation of Lancaster County (South Carolina) School District's Safe and Drug Free Schools initiative. The program targets children and youth in grades 6-8 who have a history of violent and/or drug-related discipline problems (at least 4 major disciplinary violations in the school year). The problems must be both severe and chronic; Project Success children face expulsion from school if they commit another major rule violation. Thus, Project Success enhances safe, disciplined, and drug free schools by changing those children who are at risk for school failure due to violence and drug-related discipline problems. (Author)

ED 379 543   CG 025 939

Weich, Leah; Philip, Radhika
Evaluation of the Expanded and Enhanced Model System-Wide K-6 Drug/Alcohol Abuse Prevention Training Program, 1991-1992. OER Report.
PUB DATE- 13 Sep 93
NOTE- 54p.; For the grades 7-9 program, see CG 025 940.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; *Drug Education; Elementary Education; Health Promotion; Inservice Education; Parent Participation; *Prevention; *Program Evaluation; School Personnel; Self Destructive Behavior; *Staff Development; Teacher Workshops

This prevention training program was created in response to the emergency situation in Community School District 3 in New York City. The program goal was to provide intensive training to 500 school personnel, from all segments of the educational

Abuse in Rural America" (John Blaser); "The Rural Context for Education: Adjusting the Images" (Daryl Hobbs); "Crime and Violence in Rural Communities" (Joseph F. Donnermeyer); "Alcohol, Tobacco, and Other Drug Use by Youth in Rural Communities" (Ruth W. Edwards); "A Community Comparison of 'Gang' Prevention Strategies" (Susan R. Takata); and "The Context of Rising Rates of Rural Violence and Substance Abuse: The Problems and Potential of Rural Communities" (Daryl Hobbs). Contains an annotated bibliography on school safety. (RJM)

ED 379 562 CG 026 039

DeJong, William
Building the Peace: The Resolving Conflict Creatively Program (RCCP).
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Conflict Resolution; *Educational Objectives; Elementary Secondary Education; *Interpersonal Communication; Intervention; Peace; *Prevention; Social Cognition; *Violence
IDENTIFIERS- Resolutions

The Resolving Conflict Creatively Program (RCCP) is one of a growing number of grade K-12 violence prevention programs that teaches young people how to resolve conflict peacefully. It is a school-based program taught by regular classroom teachers. This report was designed to introduce criminal justice professionals to the basic concepts and strategies of violence prevention and to inspire their involvement in finding new ways to prevent violent crime among youth. RCCP includes elementary, secondary, and special education curriculums, a student-led mediation program, a parents' program, and an administrators' component. RCCP focuses on all students, not just high-risk youth. Teachers are given professional training and ongoing technical assistance and support throughout the school year. This paper describes the program's philosophy and details the 12 units in the elementary curriculum as well as the 3 unitss in the secondary program. Other areas discussed include professional training, the student mediation program, mediator selection and training, parent training, program costs, and evaluation results. The report closes with a special note for criminal justice professionals and the violence prevention movement. Community programs in four different locales are discussed. Addresses for further information are provided. (RJM)

ED 379 563 CG 026 040

Clark, Cherie L.; And Others
Shock Incarceration in New York: Focus on Treatment.
PUB DATE- Aug 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; At Risk Persons; *Correctional Institutions; *Correctional Rehabilitation; *Criminals; Prisoners; Recidivism; *Rehabilitation; Rehabilitation Centers; Secondary Education; Therapeutic Environment; Youth Programs
IDENTIFIERS- Incarcerated Youth; *New York; Prison Reform; *Shock

job description information. (RJM)

ED 379 582 CG 026 086

Options and Opportunities: Distance Career Counselling in Rural Contexts (An Experimental Programme for Single Mothers and Pregnant Teens). Facilitator Guide. Participant Guide. Discussion Guide.
SPONS. AGENCY- Canadian Guidance and Counselling Foundation, Ottawa (Ontario).; Employment and Immigration Canada, Ottawa (Ontario).
PUB DATE- 94
NOTE- 129p.; Produced under the auspices of the Creation and Mobilization of Counselling Resources for Youth (CAMCRY) initiative of the Canadian Guidance and Counselling Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; *Career Counseling; *Career Development; Careers; Intervention; Pregnancy; *Pregnant Students; Rural Family; *Rural Youth; Self Actualization; Special Needs Students; *Unwed Mothers
IDENTIFIERS- Career Values

This intervention program addresses the special needs of pregnant teenagers and teenage mothers. Adolescents' rapid transition from child to mother may cause them to experience both role conflict and difficulty in setting goals. The materials for the program include a facilitator's guide, a participant's guide, and a discussion guide. This program, based on Super's Model of Career Maturity, is designed for use over a teleconference system and is supplemented by video and print materials. The program may also be used in face-to-face settings. Individual counseling should be made available via an 800 number to allow participants to reach the group leader. The program lists four goals: (1) To deliver, via a teleconference system, a comprehensive developmental group career counseling program; (2) To increase economic self-sufficiency among pregnant adolescents and single mothers; (3) To facilitate the development of career awareness exploration and attainment of higher-paying jobs; and (4) To increase the ability of the target population to plan and control their lives so that their career development can productively continue in the years to come. The facilitator's and participant's guides outline eight sessions for achieving these goals. Various appendices provide references, situations for role playing, and other information. A summary of the video, discussion questions, as well as resources for parents are contained in the discussion guide. (RJM)

ED 379 583 CG 026 087

Dykeman, Cass; Doyle, Stacey L.
Gender and the Counselor Preparation Literature: Issues of Authorship and Content.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Authors; *Bibliometrics; Counseling; Counseling Psychology; Counselors; *Counselor Training; *Females;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; Immigrants; *Literacy; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Portfolios (Background Materials); Reading Research
IDENTIFIERS- Family Literacy

A study examined the nature of parent/teacher interactions when discussions and conferences were centered around artifacts of children's literacy learning in both home and school contexts. Four parent/teacher dyads in a small community where the majority of families are new immigrants to the United States were selected on the basis of the interest and willingness to participate of both members of the parent/teacher pair. Parents (who were participating in an intergenerational literacy program) and teachers were interviewed, parent/teacher conferences were audiotaped, and teachers' journals and portfolios documenting children's use of literacy at home were analyzed. Results indicated that the creation of a home/school portfolio may provide a starting point where teachers and parents can ground a discussion about children's developing literacy. As teachers and parents addressed the artifacts that children completed at home and at school, they began to see the connections between home and at school. Teachers saw how children practiced school literacy, and as well, how they practiced literacy behaviors that had not yet been addressed in school. Parents used the samples to ground questions that had been troubling them about particular assignments or about specific practices they had observed. Findings suggest that the process has the potential to affirm parents' awareness and knowledge of their children's learning, thereby including them as valuable informants in assessing children's performance and progress, and that the process has the potential to inform teachers about the ways parents and children engage in literacy. (Contains 15 references.) (Author/RS)

ED 379 602 CS 012 000

Steinfeld, Michael, Comp.
LSCA Title VI Library Literacy Program: Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 91
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Periodicals; Program Descriptions; Reading Materials; *Student Developed Materials; Student Publications; *Student Writing Models
IDENTIFIERS- Literacy as a Social Process; Massachusetts

This compilation presents material related to a Library Literacy program, which was designed to collect, publish, and distribute the writing of new adult readers and whose target audience was students, teachers, tutors and librarians involved in library-based literacy programs in Massachusetts. The first part of the compilation presents the final report and describes the program's goals, activities, budget, problems, and reactions from the target audience. The second item in the compilation presents a study of the "Need I Say More" journal that can attempt, adapt, and integrate into their current practice. After an introduction ("The Triad: Social Studies, Literacy, and Whole Language" by Pat Cordeiro), chapters in the book are: (1) "Living in a Generative Curriculum" (Pat Cordeiro); (2) "Things Take Off: Note Taking in the First Grade" (Bobbi Fisher); (3) "Social Studies and Literacy in the Second Grade" (Sandra Wilensky); (4) "Simulations in the Third Grade" (Judy Blatt); (5) "Reflecting on the Rain Forest in the Third Grade" (Carli Carrara); (6) "Time for a Change: Presidential Elections in a Grade 3-4 Multi-Age Classroom" (Lisa Burley Maras and Bill Brummett); (7) "Music and Social Studies in a Medieval Theme in Two Fifth Grades" (Linda Squire); and (8) "Critical Thinking and Social Studies in the Fifth Grade" (Jane Rowe). An epilogue ("Generating and Adapting Curriculum: Learning from Each Other" by Pat Cordeiro) concludes the book. (RS)

ED 379 621   CS 012 020

Strickland, Kathleen
Literacy, Not Labels: Celebrating Students' Strengths through Whole Language.
PUB DATE- 95
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Classroom Environment; Classroom Techniques; Disabilities; Elementary Education; *High Risk Students; *Labeling (of Persons); Language Arts; *Literacy; Oral Language; Politics of Education; *Teacher Role; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Educational Issues

Focusing on students who are often referred to as "at risk," this book discusses the theory supporting whole language learning for all students and describes, in detail, the practical strategies used to help these students become readers and writers. The book, through its explanation of theory as well as presentation of individual students' "language stories," aims to help educators see that all students are capable of becoming readers and writers in an atmosphere where literacy is "real, meaningful, and individual." Chapters in the book are: (1) Whole Language: Literacy for "All" Students; (2) The Teacher's Roles: Supporter, Model, Facilitator; (3) Gary: Story Schema and Oral Language; (4) Tanya: Searching for Truth and Identity; (5) David: Growing as a Reader and Writer; (6) Debby: Raising Her Standards; (7) Thematic Teaching and Learning: Literacy across the Curriculum; and (8) Inclusion versus Equality: The Politics of Labeling. Contains 115 references. A 24-item list of contemporary classroom literature cited and an appendix that presents a summary of the developmentally appropriate practices recommended in a position statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education are attached. (RS)

ED 379 622   CS 012 021

Samway, Katharine Davies; And Others
Buddy Reading: Cross-Age Tutoring in a Multicultural School.
PUB DATE- 95
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

performed slightly better than children who heard stories as a whole class. Findings suggest that reading to children in small groups (taking advantage of the dynamics of small groups) leads to greater comprehension than whole class reading. (Contains 17 references and two tables of data.) (Author/RS)

ED 379 642   CS 012 050

Miller, Susan M.
Vocabulary Development and Context Usage.
PUB DATE- 6 Apr 95
NOTE- 28p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; *Context Clues; Grade 3; Primary Education; *Prior Learning; Reading Research; Reading Skills; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- Word Knowledge

A study determined if there would be any significant difference in comprehension from expository text between students instructed to use context clues and prior knowledge and those students not instructed in their use. It was hypothesized that students who only used a dictionary to understand words, not exploring context or prior knowledge, will not possess a true understanding of the word meaning. Subjects, 22 students heterogeneously grouped in a self-contained third-grade classroom, were divided into control and experimental groups. Subjects in the control group identified each unknown word, defined the words using a dictionary, and used the words in sentences. Subjects in the experimental group identified each unknown word using sentence context and activating existing prior knowledge about the word to gain understanding of the word. Results indicated that when students used a dictionary alone, they did not use the word in other reading and writing tasks more accurately than students who learned the meaning of words via context and relating sub-meaning to prior knowledge. (Contains 15 references and one table of data. Appendixes present test scores and word lists.) (Author/RS)

ED 379 643   CS 012 051

Townsend, Stacy
The Effects of Vocabulary Homework on Third Grade Achievement.
PUB DATE- Apr 95
NOTE- 41p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Educational Research; Grade 3; *Homework; *Instructional Effectiveness; Primary Education; Teacher Attitudes; *Vocabulary Development
IDENTIFIERS- Teacher Surveys

A study determined if homework influences the acquisition of vocabulary knowledge and understanding. Subjects, 40 third graders, were divided into two groups--20 students received homework in vocabulary and 20 students did not. A test was administered to determine if homework had an effect on their understanding of the vocabulary. Results indicated that students who received homework had a better understanding of the vocabulary that was taught. A questionnaire was also given

*Writing Processes; Writing Research
IDENTIFIERS- *Collaborative Writing; Discourse Communities; *Positioning (Conversation); Writing Contexts

A study examined the nature of interactions that occurred among the participants of a two-year collaborative writing project with a particular focus on the manner in which they "positioned" one another. Subjects were three students (who were all in the sixth grade at the start of the study and in eighth grade at the end) who had participated in the Book Club Program in fourth and fifth grades, and five adults (one teacher in the Book Club Program, doctoral candidates, and a university researcher). Data included field notes, audio tapes and videotapes of meetings and interviews, copies of drafts of the children's written work, and samples of written work done by children in fourth and fifth grades. Results indicated that: (1) participants were primarily engaged in planning the paper during the first nine sessions; (2) participants drafted text, revised text, and revised and replanned the organization of categories during the next 11 months; (3) substantial modifications to the structure of the chapter were made based on feedback from the editors of the Book Club book during the last 5 months; (4) the first session established the tone for the interactions among the group members; and (5) the children wished to receive help on the process but were quite confident in their knowledge of the Book Club. Findings suggest that the concept of positioning can serve as a powerful means for examining the complexities of dynamic conversational encounters and may help educators understand more about the nuances of helping students work effectively in groups. (Contains 22 references.) (RS)

ED 379 664   CS 214 735

Lehr, Fran
Revision in the Writing Process. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Uses in Education; Cooperation; Elementary Secondary Education; Higher Education; *Revision (Written Composition); *Teacher Role; *Writing (Composition); *Writing Improvement; *Writing Instruction
IDENTIFIERS- ERIC Digests

Students often see revision not as an opportunity to develop and improve a piece of writing but as an indication that they have failed to do it right the first time. To them, revision means correction. To correct this assumption, teachers' comments on papers should focus on more than mechanics. Teachers would do well to comment on the paper's content and to encourage students to investigate the most successful or most essential sections of the paper. Allowing students to collaborate in their writing, either with the teacher or with other students, helps students to grasp the concept of revision. Also, publishing student writing can be a powerful means of motivating revision. Whether computers help students to conceive of writing as a constant process of revision is not clear; research results are divided. Contains 18 references. (TB) too much verbal castor oil, too much structure and limitation. Inevitably a student's freedom to explore him or herself, his or her desires, and his or her boundaries, leads to a newfound appreciation of English. Quotations from students themselves verify this assertion. Further, both Donald Murray and Peter Elbow stress journal writing as an important component of the writing process. They talk about the need of every writer to be able to write quickly and spontaneously. Journals are an ideal place for students to explore responsive, unstructured and free writing. (TB)

ED 379 683 CS 214 756

Samples of Students' Writing from the English 33 Diploma Examinations January and June 1994.
PUB DATE- 94
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; English Instruction; Evaluation Methods; Foreign Countries; Secondary Education; *Student Evaluation; *Student Writing Models; Writing Assignments; Writing Evaluation; Writing Skills; Writing Tests
IDENTIFIERS- *Alberta

The purpose of this booklet is to illustrate and compare three important levels of expectation, or standards, that have been set for diploma examination writing in English 33 in Alberta, Canada: "3 Satisfactory," "4 Proficient," and "5 Excellent." The booklet presents exemplar papers that were used to illustrate the scoring criteria for group leaders and markers as part of the marker training procedures used in January and July 1994, along with accompanying commentaries, or rationales, that tie the papers to the scoring criteria. Samples of students' writing in the booklet are divided into three sections: Personal Response to Literature; Functional Writing; and Response to Visual Communication. Appendixes present writing assignments for January 1994 and June 1994, as well as the English 33 scoring criteria for 1994. (RS)

ED 379 684 CS 214 757

Rudman, Masha Kabakow
Children's Literature: An Issues Approach. Third Edition.
PUB DATE- 95
NOTE- 512p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Adoption; Annotated Bibliographies; *Childrens Literature; *Controversial Issues (Course Content); Divorce; Elementary Education; Family (Sociological Unit); Junior High Schools; *Reading Material Selection; *Recreational Reading; Sex Role; Sexuality; Special Needs Students; *Thematic Approach; War
IDENTIFIERS- *Controversial Topics

Introducing children from kindergarten through junior high school to the joy and benefits of reading, this book examines children's literature and its treatment of important, sometimes

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alienation; *Asian Americans; Bias; *Communication Problems; *Cultural Context; *Ethnic Stereotypes; Higher Education; Labeling (of Persons); *Social Discrimination; *Work Environment

Educators should be aware that recent rhetoric about diversity in this country often does not consider the continuing discrimination and mistreatment of Asians. Simply put, the employment situation for Asian and Pacific Americans is characterized by underemployment and the channeling of Asians into a narrow range of jobs. Many people today have developed stereotypes of the Asian populations; further, they are ignorant of some of the basic attributes of the Asian culture. For instance, Asians belong to the heritage of collectivism, which requires that the individual's goals be subordinated to that of the whole group. It is also a system in which people are patient with vertical relationships or power differences. Some of the myths and misconceptions about Asians are as follows: (1) that all Asians are alike; (2) that all Asians are successful; (3) that Asians are not aggressive; and (4) that Asians are poor communicators. In one reported case, a successful Asian man, whose distinguished career was documented by good evaluations and two promotions, was dismissed from his job by a new boss who thought he had communication problems. It is important that Americans come to terms with some of the misunderstandings about Asians. Politically disenfranchised, economically discriminated against, and socially ostracized, the majority of Asians work diligently against all odds of discriminatory practices for survival in all works of life in this great country of America. (TB)

ED 379 702 CS 508 821

Hensley, Wayne E.
What Do Grades Mean?: A Pilot Study Using Sex, GPA and Cognitive/Semantic Consistency.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern States Speech Communication Association (Pittsburgh, PA, April 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Communication (Thought Transfer); *Communication Problems; Communication Research; *Grading; Higher Education; *Language Role; Regression (Statistics); Sex Differences; *Student Evaluation

American college students (N=46) were asked to assign grades to a series of words and phrases used in describing college work. The variables of sex, GPA and cognitive/semantic consistency were correlated with 30 descriptor words. The results revealed that the first canonical root was significant. Using regression to explore individual patterns, it was found that all three independent variables of sex, self-reported grade point average, and cognitive/semantic consistency affected the grades thought to be associated with the descriptors. Males perceived the wood "poor" to be significantly more positive than did females. Higher grade point averages led to a more positive evaluation of the words "graduate quality." Finally, "poor," "outstanding," and "passing" were all more favorably rated by those who exhibited greater cognitive/semantic consistency.

teachers can offer each other valuable feedback as they try out teaching techniques in the classroom, this book reports on a longitudinal study in peer coaching. The book aims to give teacher educators a new method for encouraging reflective thinking and professional growth in preservice teachers. The study reported on in the book was conducted over two-and-a-half years with 135 preservice teachers at Towson State University in Maryland. The book recounts scenarios of student experiences in which peer coaching was used, describes the students involved and the ways in which they were trained to coach one another, furnishes the results of the study, and offers ways in which teacher educators can use this information in their teaching of teachers. The chapters in the book were written in "heteroglossic" form--that is, the text reflects both the individual and collective perspectives of the authors. Chapters in the book are as follows: (1) Facilitating Reflective Thinking in Preservice Teacher Education; (2) Rethinking the Making of Teachers; (3) Peer Coaching Scenarios; (4) Training for Coaching; and (5) Reflections on Preservice Peer Coaching. The book concludes with a peer coaching workbook and a 51-item bibliography divided into sections on active learning, coaching, and reflection. (NKA)

ED 379 721 CS 508 842

Ratliff, Jeanne; Salvador, Michael
Building Nuclear Communities: The Hanford Education Action League.
PUB DATE- Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of The Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; Discourse Analysis; Higher Education; *Literary Genres; *Organizational Communication; *Political Issues; *Rhetorical Criticism; Social Action
IDENTIFIERS- Discourse Communities; *Hanford Education Action League; *Jeremiads; Social Movements; Washington

Many scholars have examined the jeremiad in American rhetoric and political discourse. The Hanford Education Action League (HEAL), which influenced policy changes in the operations of the Hanford Nuclear Reservation in Washington, is a social movement organization whose founding members used the jeremiad to create a symbolic community which challenged established social order. The Hanford Reservation made the plutonium that produced the world's first atomic bomb and was operated without oversight under strict secrecy (as allowed by the Atomic Energy Act). HEAL's initial goal was to breach the walls that held Hanford's secrets to determine what effect its ionizing radiation had on health and the environment and to provide the public with the information. In May 1984, a local minister (and former research chemist), delivered a sermon drawing comparisons between the Holocaust and the nuclear establishment's "reckless use...of radioactive elements." A study group was formed, and by September, HEAL was organized. In 1986 information about the harmful effects of radiation was released to the local newspaper. The Department of Energy (DOE) released 19,000 pages of newly declassified data, and the HEAL newsletter began systematically analyzing the data, using the DOE's own methods of calculation. Of paramount interest was the "Green Run" of 1949, when Hanford, to test its monitoring equipment, secretly released radioactive material. Health

Communication; *Public Relations; Strategic Planning
IDENTIFIERS- *Canada

The first 2 hours following a crisis can determine the public's lasting perception of an educational system or organization. Following the assumption that crises are inevitable, school administrators must be prepared to communicate quickly and accurately to avoid being judged unfairly. This book offers strategies to public-sector educators who are charged with crisis management. The first chapter defines "crisis" and identifies various types. Chapter 2 explores the hypothesis that the degree to which an educational institution is punished, paroled, or praised is strongly related to the quality of its crisis-management planning. Examples of effective crisis management in the private sector are described in chapter 3, with a focus on the case of Johnson and Johnson's response to the 1982 Tylenol tampering disaster. Strategies for establishing credentials before a crisis occurs are outlined in the fourth chapter. Chapters 5 and 6 describe the four key elements of crisis management, offer a crisis-response checklist, and present the scenario of a teachers' strike. The seventh chapter offers guidelines for dealing with the aftermath of a crisis. Chapter 8 offers 14 principles of crisis management, and the concluding chapter discusses noncatastrophic situations, including some sample response plans. Two figures are included. (LMI)

ED 379 741   EA 026 469

Wagner, Tony
How Schools Change: Lessons from Three Communities.
PUB DATE- Aug 94
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Strategies; *Educational Change; Educational Environment; Elementary Secondary Education; Ethnography; Intermediate Grades; *School Restructuring

School reform efforts to date have not always resulted in meaningful change. This book presents findings from an ethnographic study that examined the change process in three schools undertaking systemic reform. The schools included the Hull Junior-Senior High School, a primarily white public school in a recession-battered community; the Academy at Cambridge Rindge and Latin High School, a multi-ethnic, urban public school; and Brimmer and May, a private school in a wealthy suburb. Data-collection methods included observation; document analysis; and interviews with teachers, administrators, students, and parents. The focus was on ninth-grade classes. The first three chapters describe in detail the environment of each school. Chapter 4 offers conclusions about the ways in which schools change. Findings indicate that the three essential components of a successful school-improvement plan included: (1) establishing clear academic goals based on developing and assessing students' competencies; (2) creating a caring community with explicit core values; and (3) encouraging many forms of collaboration. Aspects of a new vision of educational change--education for a changing economy, for continuing learning, for world citizenship, and for personal growth and health--are discussed. The roles of higher education, business, government, and the media are examined. (LMI) current politicized and entrenched choice or no-choice positions. The Three Year-Three Step Performance Guarantee involves both choice and vouchers. The use of vouchers, however, is not directed at reforming schools, but at helping parents in a democratic society fulfill their obligation to educate their children to their fullest potential. The paper challenges the view of educational vouchers as reform strategies and argues that choice and vouchers are more properly tools to help specific children for whom the public schools are not working. The proposal is a modified choice program that allows parents of low-achieving students to find schools in which their children can succeed. It is based on three steps: first, any child who attends a public school for at least three consecutive years should perform at specified standards in basic skills; second, parents of low-achieving students are given a choice: either enroll their child in another public school in their community or receive a needs-based scholarship voucher so their child can attend either a public school in another community or a private (nonreligious) school; and third, the new school will be given the same 3-year period to raise the child's performance to standard. If the school does not succeed, the voucher is terminated. It is argued that the proposal assists low-achieving students most in need of acquiring a good education; protects the rights of children; protects the rights of the state to ensure an educated citizenry; eliminates the threat of dismantling the public schools; and introduces accountability for performance. Contains 31 references. (LMI)

ED 379 760 EA 026 503

Prinsloo, Justus
Corporal Punishment in Schools and Fundamental Human Rights: A South African Perspective.
PUB DATE- Nov 94
NOTE- 22p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (40th, San Diego, CA, November 17-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Liberties; *Constitutional Law; *Corporal Punishment; Court Litigation; *Discipline Policy; Elementary Secondary Education; Federal Legislation; *Foreign Countries; Human Dignity
IDENTIFIERS- *South Africa

In many western countries, corporal punishment has been abolished as a form of punishment in criminal trials and in schools. Under South African common law, persons entitled to enforce discipline may inflict corporal punishment within certain guidelines established by the Supreme Court. For the first time in the Republic of South Africa (RSA), the Constitution of the RSA, 1993, contains a chapter on all citizens' fundamental human rights. Section 11(2) provides for a general prohibition of cruel, inhuman or degrading treatment or punishment. The question is whether section 11(2) will be applied to corporal punishment in general and to schools, in particular. This paper describes the constitutional provisions pertaining to corporal punishment in Namibia, Zimbabwe, Germany, Canada, and the United States. It also discusses some South African statutes dealing with corporal punishment and Chapter 3 of the Constitution of the RSA, 1993. It is concluded that if corporal punishment in schools is declared to be cruel, inhumane, or

Elizabeth Pate, Karen McGinnis, and Elaine Homestead); (8) "The Case for Culturally Coherent Curriculum" (Beverly E. Cross); (9) "Designing Schools and Curriculums for the 21st Century" (Willard M. Kniep and Giselle O. Martin-Kniep); (10) "Curricular Coherence and Assessment: Making Sure That the Effect Matches the Intent" (Grant Wiggins); and (11) "An Outcomes-Based Systems Perspective on Establishing Curricular Coherence" (Kathleen A. Fitzpatrick). Articles in Part 3, "Commentaries on the Search for Coherence in the Curriculum," include: (12) "Facing Reality" (Michael W. Apple); (13) "Notes on the Search for Coherence" (Maxine Greene); (14) "Toward Lives Worth Living and Sharing: Historical Perspective on Curriculum Coherence" (William H. Schubert); (15) "A Coherent Curriculum in an Incoherent Society? Pedagogical Perspectives on Curriculum Reform" (Gloria Ladson-Billings); and (16) "Conclusion: Toward a Coherent Curriculum" (James A. Beane). Information about the Association for Supervision and Curriculum Development is also included. (LMI)

ED 379 780   EA 026 527

Cross, Ray; And Others
Do the Influences of Effective Elementary Schools Endure?
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Criterion Referenced Tests; Educational Assessment; *Effective Schools Research; Intermediate Grades; Junior High Schools; Longitudinal Studies; Middle Schools; Norm Referenced Tests; *Outcomes of Education; *School Effectiveness; Standardized Tests

During the 1980s, considerable attention was given to the influence of "effective" elementary schools on students' school achievement. Effective schools were typically defined as those with certain characteristics that had been found to be positively correlated with student achievement scores. This paper presents findings of a longitudinal study that investigated whether students who attended effective elementary schools maintained their high achievement scores during their middle-school years. The study compared student outcomes of two elementary schools officially recognized as effective and those of two regular elementary schools in one urban school district. Graduates of all four elementary schools progressed to the same middle school. Sixth-, seventh-, and eighth-graders who had graduated from the four elementary schools were compared on the basis of achievement test scores, honor roll membership, and annual number of absences. Findings indicate that the test score advantage demonstrated by graduates of the effective elementary schools tended to dissipate as students advanced into secondary school. In addition, school status had no statistically significant effect on honor roll membership or absenteeism. Possible explanations for the results include: (1) five years of effective schooling is not enough time to make a difference in subjct matter achievement growth; (2) there is a disjuncture between elementary and secondary subject matter; (3) test scores are inadequate to measure all levels and kinds of knowledge; and (4) the research design may be flawed. Ten tables are included. (LMI)

Countries; *Governance; National Curriculum; Power Structure;
*State School District Relationship
IDENTIFIERS- England; Germany; Netherlands; Russia; Wales

This paper presents findings of a study that examined changing governance structures in the educational systems of several European countries. The reforms have developed new modalities for the content, standards, administration, and control of education. Special attention is given to the relation between the reforms in authority structures and the reforms regarding quality-control mechanisms. The paper examines the extent to which differences occur in the direction and character of these reforms, with a focus on centralization and decentralization efforts. It describes the tradition of the education system, the reforms implemented, and the perspectives of the realized reforms in England, Wales, the Netherlands, Germany (especially the former German Democratic Republic), and Russia. Findings indicate that functional decentralization to nongovernmental agencies has occurred in England, the Netherlands, and Russia. Territorial decentralization can be found in Germany and Russia. All countries experienced the redistribution of power, increased parental influence, and a general movement from control of input to control of output. Professionals' influence decreased in the western systems and increased in the eastern systems. One figure is included. Contains 27 references. (LMI)

ED 379 799 EA 026 554

Castle, Dian K.; Estes, Nolan
High-Performance Learning Communities. Roadmaps to Success. The Practicing Administrator's Leadership Series.
PUB DATE- 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Cooperation; *Educational Improvement; Educational Technology; Elementary Secondary Education; *Integrated Services; *Leadership Training; Performance; *School Restructuring; Standards; Systems Approach

Strategies for changing the organization and operation of school districts to create high-performance learning communities are presented. Chapters address the following areas: (1) the need for systemic and systematic change in school reform; (2) the attributes of high-performance learning communities; and (3) the knowledge base, acts of leadership, performance skills, and training programs that prepare educational leaders to create and manage high-performance learning communities. High-performance learning communities are characterized by world-class standards; a flexible, cooperative delivery system; integrated services; leading-edge technologies, shared vision, and performance management. Examples of educational communities that have implemented some of the book's principles are provided. The resource section contains a planning checklist and a competency model for curriculum building. Contains a 32-item annotated bibliography, 10 references, and 11 figures. (LMI)

ED 379 800 EA 026 555

Walker, Doris McEwen
Preparation for Educational Leadership: A Collaborative Model Emerging in Indiana.

DESCRIPTORS- Curriculum Based Assessment; *Disabilities;
  *Educational Methods; Educational Policy; Elementary Secondary
  Education; *Inclusive Schools; *Instructional Effectiveness;
  Learning Disabilities; Mainstreaming; Severe Mental
  Retardation; Special Classes; *Special Education; *Student
  Placement

Special education is under fire from full inclusionists who advocate for children with severe mental retardation and who contend that special education settings are immoral dumping grounds for children deemed "unteachable." Other advocates of inclusion focus on the invalidity of disability categories, tests, and instructional services which, in the case of students with learning disabilities, ignores evidence that these students have learning needs substantially different from other students. Special education is special because of its unique resources, its impact on student performance, and the effective teaching practices that mediate between resources and performance. Special education emphasizes individualized instruction, smaller classes, and more highly trained teachers and is supported by large amounts of research and development. Scholarly reviews of the literature, time-series research, and teacher and parent surveys offer evidence of the success of special education in promoting the academic achievement of certain disability groups. Successful special educators use empirically validated procedures and an intensive, data-based focus on individual students, such as curriculum-based measurement. Many such practices validated by special educators do not transfer easily to mainstream classrooms, where teachers have many students and often a different set of assumptions about the form and function of education. (Contains approximately 100 references.) (JDD)

ED 379 818   EC 303 691

Soto, Maria T.
Improving Cognitive Skills in Mentally Handicapped Pre-Schoolers
  through the Use of Computer-Based Instruction and Manipulatives.
PUB DATE- Jul 94
NOTE- 85p.; Master of Science Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Ability; *Computer Assisted Instruction;
  Concept Formation; *Concept Teaching; Early Intervention;
  Emotional Development; *Fundamental Concepts; *Manipulative
  Materials; *Mental Retardation; Preschool Education; Self
  Esteem; Social Development; Thinking Skills

This practicum project involved working with four preschool children with mental disabilities to increase their cognitive abilities through the use of computer-based instruction and use of manipulative materials. It also sought to improve the children's social-emotional development and self-esteem. The developmental levels of the four students were determined, and appropriate cognitive objectives were chosen. Concepts taught included shapes, colors, letters, and numbers. Appropriate computer programs were selected to introduce the concepts and provide relevant practice, and manipulative activities were developed to provide tactile stimulation. Children were also provided with opportunities to sort, match, identify, color, paint, paste, sing, and dance about the concepts. The practicum successfully met its objectives. Appendixes contain surveys and questionnaires documenting the baselines and results of the practicum. (Contains 17 references.) (JDD) adult respond to each other and thereby enhancing the child's development. The manual was developed as a four workshop series, covering: (1) child development overview and sensorimotor development; (2) communication system; (3) temperament; and (4) integration of systems. The training involves discussion, mini-lectures, small and large group participation, self-awareness and problem-solving activities, and audiovisual aids. For each workshop, numerous handouts, overhead transparency originals, background information, and supplemental materials are provided. (Some chapters contain references.) (JDD)

ED 379 838 EC 303 711

Askew, Linda; Krehbiel, Roberta
Family-Centered Approach to Early Childhood Special Education. Project Ta-kos.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 90
NOTE- 251p.; For related documents, see EC 303 710-715.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; *Family Involvement; Family Role; Federal Legislation; Interaction; Interpersonal Communication; Listening Skills; *Parent Teacher Cooperation; Professional Development; Self Concept; Special Education; *Teamwork; Training; Workshops

This training manual presents a family-centered approach to early childhood special education and demonstrates how a family-centered approach to intervention is an extension of a child-centered approach. The manual offers a "hands on" approach to building relationships between professionals and families that lead to effective intervention. The training shows how establishing rapport with families can lead to understanding their point of view, which leads to Individualized Family Service Plans that are real and to strategies useful to the family. The trainer first models a collaborative partnership with the participants at a training site when the training goals are being developed. The trainer demonstrates listening and responding skills in interacting with the staff, which the staff will later use in their interactions with families. Sections of the training manual address: (1) developing the training (information gathering and sharing, and tailoring the training); (2) interpersonal communication skills (self-awareness and clarification of beliefs and values, understanding family variables through rapport building, listening and responding, and interviewing); (3) family-centered process (partnerships, collaboration, and goal attainment scaling); (4) understanding family variables (influence of beliefs and values, life events, family strengths, and self-awareness of teaching style); and (5) understanding the law and building a family-centered agency. (Contains 63 references.) (JDD)

ED 379 839 EC 303 712

Luera, Margarita
Understanding Family Uniqueness through Cultural Diversity. Project Ta-kos.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

teaching, and implementation of a multicultural curriculum focus are suggested as the foundation needed to facilitate the transition from a traditional to an inclusive school. (Contains approximately 100 references.) (JDD)

ED 379 857 EC 303 730

Heyne, Linda A.; And Others
Making Friends: Using Recreation Activities To Promote Friendship between Children with and without Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 94
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Programs; Community Programs; *Disabilities; Elementary Education; Family Role; *Friendship; Peer Relationship; *Recreational Activities; *Recreational Programs; *Social Integration; State Surveys; Teacher Role; Urban Education
IDENTIFIERS- *Dowling Urban Environmental Learning Center MN; Minnesota; University of Minnesota Minneapolis

This handbook is the fruit of two projects of the University of Minnesota's College of Education: (1) the Dowling Friendship Program, a 3-year project at a public elementary school in Minneapolis in which children with and without disabilities participated in a variety of recreation activities during school, after school, at each other's homes, and at neighborhood recreation centers; and (2) a statewide survey of best practices in inclusive recreation based on responses from 484 community recreation agencies. The book proposes that recreation can be a powerful vehicle for promoting friendships between children with and without disabilities, with the word "recreation" referring to both structured as well as informal activities. In Chapter 1, children talk about friendship, parents talk about their children's friendships, and school personnel talk about their students' friendships. Chapters 2 and 3 focus on common barriers to friendship and examine what families, school staff, and community recreation staff can do to encourage friendships. Chapter 4 presents suggestions for facilitating friendship development in recreation activities. It discusses planning for friendship using focus groups, offers 10 guidelines for facilitating friendships and tips for leading small groups, and suggests how to avoid common problems. Appendixes contain a 21-item bibliography, information about the Dowling Friendship Program, interviews with the Principal and Integration Specialist of the Dowling Urban Environmental Learning Center, and indicators of quality in integrated community recreation. (JDD)

ED 379 858 EC 303 731

Blake, Ellen M.; And Others
Reinventing Quality: A Sourcebook of Innovative Programs for Quality Assurance and Service Improvement in Community Settings. 1994 (Revised) Edition. Report 43.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Centers for Disease Control

of adult aboriginal students. Fifty-one adults responded to the questionnaire relative to the need to initiate an adult education program. Questionnaire results indicated that secondary school upgrading courses in mathematics and English at the Grade 11 level would serve the needs of the student population. The preferred time was evening to accommodate the students who also worked. The educational goals of students were completing high school and community college. The reading tests indicated that only a small number of students were working above their reading grade level and the majority of students were reading capably to reach their chosen educational goals. The delivery of courses in summer school permitted some secondary school students to make up credits. (Appendixes to the four-page report are the questionnaire, nine graphs, mathematics class selected student journal entries, and statistics for two summer schools.) (YLB)

ED 379 404 CE 067 967

Opening New Doors. Friends through Writing.
PUB DATE- 93
NOTE- 91p.; Contains numerous photographs.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Creative Writing; Foreign Countries; Literacy Education; Poetry; Prose; Student Participation; Student Projects; Student Publications; Student Writing Models
IDENTIFIERS- *British Columbia

This publication contains 37 stories, vignettes, and poems written by participants in the British Columbia Buildings Corporation Workplace Language Program. The pieces center on family, work, people, and places and were written by people who decided to learn how to improve their language skills. They represent slices of employees' lives as they explored and grew through their experience with the program. The book shows by topic and tone that there is a process that achieves substantial and measurable advances. As a whole, the writings represent the life experience of women and men who make up a part of the Canadian work force. (YLB)

ED 379 405 CE 067 973

Sackville, Patricia
Literacy in Canada: A Look at the Southam Study.
PUB DATE- 1 Nov 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Construct Validity; *Content Validity; Coping; *Educational Research; Foreign Countries; *Illiteracy; Literacy Education; *Surveys
IDENTIFIERS- *Canada

The validity of the Southam News 1987 survey of literacy in Canada was questioned relative to its content and structure. The survey viewed literacy as a set of complex information processing skills and adopted a hierarchical view of these skills. This hierarchy model set up illiteracy as a deficiency. The Southam study's underlying assumption was that literacy was a necessary condition for functioning in Canadian society. To

Springdale (Arkansas) High School provides word processing training and computer lab access to students enrolled in courses offered by other departments. The first section describes the procedures for enrolling students in the 3-day word processing program during which students learn to enter short paragraphs and basic word processing commands, enter a report, and enter endnotes and bibliographic references. Outlined next are the main stages in the process of gaining administration approval for and developing the Side by Side program during 1993. An enrollment confirmation form is included. The remainder of the document is the lesson plan for the 3-day course during which students are taught the following skills: accessing a word processing program, understanding a Windows screen, opening/closing files, using basic word processing commands to create and edit text, saving text to diskettes, and printing text. (MN)

ED 379 425 CE 068 125

Evanciew, Cheryl E. P.
Emerging Themes in Youth Apprenticeship Programs: A Qualitative Study.
PUB DATE- Dec 94
NOTE- 18p.; Paper presented at the American Vocational Association Conference (Dallas, TX, December 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Educational Needs; Educational Objectives; High Schools; *Mentors; *Program Effectiveness; Program Improvement; Qualitative Research; Rural Areas; Rural Education; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; Teaching Methods; *Vocational Education; *Youth Employment; *Youth Programs
IDENTIFIERS- *Situated Learning

A qualitative study examined experiences between mentors and youth apprentices from the standpoint of situated cognition theory. The youth apprenticeship program studied was located in a rural southeastern community. High school youth apprentices worked with adult mentors and management personnel in selected businesses in the fields of business management, automotive mechanics, and computer electronics. Data were collected from the following sources: literature on situated learning; observations of youth apprenticeship programs; interviews with program participants; and analysis of selected program documents. The mentors were found to be using various techniques associated with a cognitive apprenticeship environment, including modeling, coaching, and scaffolding. Mentors were providing apprentices with as many experiences as possible to help them discover/explore all aspects of jobs, gain confidence in their abilities by applying their knowledge, and observe and demonstrate the social skills needed to deal with other employees and customers. Most apprentices found their work experiences challenging and interesting and most felt that their mentors were helping them learn job skills and other important work attitudes and behaviors. It was concluded that more extensive adoption of the instructional techniques used in apprenticeship programs would have positive effects for students, schools, and businesses. (Contains 39 references.) (MN)

ED 379 426 CE 068 126

received instruction in English as a Second Language, adult basic education, and General Educational Development (GED) test preparation as well as educational and career adjustment counseling, motivational sessions, and pre- and posttesting assessment. Participants averaged a 2.57-grade level increase in reading ability and measurable gains in job performance, self-esteem, job attendance, and job retention. Appendixes constituting approximately 60% of this report contain the following: counselor's report; philosophy and rationale of the project curriculum development activities; sample competency-based literacy and numeracy learning activities; report on the project professional development activities; and activity aide handbook containing vocabulary, exercises, and reading materials on the changing role of activity aides, initial visits to residents, initial assessment activity, factors in care plan development, goals, and documentation on goals. Each chapter includes vocabulary lists and exercises. Answer keys and sample resident care forms are provided. Also included is a third-party evaluation containing 22 tables summarizing trainee characteristics, trainee job characteristics, and outcome data. (MN)

ED 379 443   CE 068 219

Ashyk, Daniel E.
Public Sector Collective Bargaining in Ohio, 1984-1993: A Statistical Overview.
PUB DATE- Feb 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Collective Bargaining; *Government Employees; Labor Relations; *Public Sector; School Districts; Tables (Data); *Teacher Strikes; Trend Analysis; *Unions
IDENTIFIERS- *Ohio; Public Employee Collective Bargaining Act (Ohio)

Since passage of Ohio's Public Employee Collective Bargaining Act of 1984, Ohio public employees have voted to join unions in more than 70% of elections, and 90,584 Ohio public employees gained union representation from 1984 to 1992. Before the establishment of Ohio's multitiered collective bargaining process, which involves intervention by a mediator and fact-finder, Ohio averaged 61 public sector strikes yearly. Since collective bargaining, that figure has decreased to 12.7. Nearly half the strikes of the past 10 years have involved teachers. Between one-third and one-half of Ohio's 612 school districts engage in collective bargaining each year, and 96.3% of all negotiations involving teachers have ended in an agreement without a strike. Those teacher strikes that have taken place have lasted an average of 9.9 days (approximately 5% of a total school year's instructional time). Teacher strikes have not been shown to have any perceptible impact on student achievement in Ohio; rather, the derivative impact of the higher teacher salaries and lower pupil-to-teacher ratios achieved through collective bargaining has likely enhanced student achievement. (Twenty tables and a 22-item bibliography are included. Appended are tables of data about Ohio public sectors strikes in the years 1984 through 1993.) (MN)

ED 379 444   CE 068 221

brainstorming session to identify competencies relevant to his or her own occupational area. Based on the information provided by the instructors, revised competency lists were developed and later reevaluated at a 2-day meeting of the instructors. (Appendixes constituting the largest part of this document contain the following: presentations and results from the initial meeting; draft competencies resulting from the initial analysis of materials generated by the first meeting; revised competency lists resulting from the instructors' review of the initial analysis; and a final presentation and questions submitted to the project advisory committee.) (MN)

ED 379 462 CE 068 276

Business Portfolio Folder.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Business Skills; Check Lists; Classroom Techniques; *Competence; *Competency Based Education; Computer Oriented Programs; Evaluation Criteria; Evaluation Methods; Global Approach; International Trade; Learning Activities; *Office Automation; Records (Forms); Secondary Education; State Programs; *Student Evaluation
IDENTIFIERS- Missouri

This chart is intended to document a student's mastery of competencies identified as necessary in the Missouri Competency Profile for business education. The chart includes space for recording basic student and instructor information and the student's on-the-job training and work experience. Provided next are rating sheets for various employability skills/competencies expected of students completing courses in business technology, computer business applications, or international business. Competencies in the following categories appear on some or all rating sheets: self-management and professionalism; interpersonal skills; communication skills; processing/managing information; business management/support skills; career management; entrepreneurship awareness; hardware and software systems; word processing, database, and spreadsheet applications; desktop publishing; telecommunications; resource management; international career opportunities; international business structures; multicultural and global communications; and world trade practices. An accompanying list of possible assessment activities lists more than 300 activities recommended for use in conjunction with teaching/evaluating the competencies listed in the rating sheets. (MN)

ED 379 463 CE 068 277

Culinary Arts Profile.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English

and training and recruitment and relationship to Belgium's education system. Data were obtained from a review of government social and labor/employment statistics and from case studies of the four firms: Peugeot Talbot, Volvo, Ford, and Mercedes. Each case study included a general profile of the company, its personnel management and vocational policies, and its provisions for continuing/ongoing training. Belgium's educational system was found to contain at least four different channels by which individuals can prepare for jobs in the sector. Most public-private collaborative training efforts were focused on at-risk groups. In total training activities within the sector, the initiatives taken by motor vehicle manufacturers played the most important role. Training initiatives and policies varied widely by company. Collaborations between different manufacturers appeared to represent a very important option for the future and self-study was increasing in importance. Most manufacturers invested in their own training infrastructures; however, training was also contracted out. (Fifteen tables are included). (MN)

ED 379 481   CE 068 305

Volonta, Marco
Training in the Motor Vehicle Repair and Sales Sector in Italy. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 147p.; For reports on other countries, see CE 068 304-308. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auto Body Repairers; *Auto Mechanics; Case Studies; Corporate Education; Educational Improvement; Educational Needs; Educational Trends; *Education Work Relationship; Employment Patterns; Employment Projections; Employment Qualifications; Foreign Countries; *Job Training; Labor Market; Personnel Management; Postsecondary Education; Private Sector; Recruitment; *Sales Workers; Secondary Education; Tables (Data); *Trade and Industrial Education; *Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- *Italy

An international team of researchers studied the following aspects of training in Italy's motor vehicle repair and sales sector: structure and characteristics; institutional and social context; relationship to Italy's overall labor market; changing structural, economic, and organizational conditions; and training and recruitment and relationship to Italy's education system. Social and labor/employment statistics were analyzed, and case studies of an independent auto repair shop and four automobile distributors were conducted. Included in each case study were a profile of the company and analysis of its human resource development/training concepts and policies, and provisions for continuing vocational training. A distinct lack of initial vocational training required to produce workers capable of keeping pace with the rapid changes in the sector was noted. This deficiency was partly compensated for by courses provided by manufacturers and, to a lesser degree, related associations. The training currently offered by the companies studied was rated average to better than average. Employee training was being provided almost exclusively by manufacturers. A trend away from training only in traditional technical areas toward training in areas deemed useful for overall company management (including planning, marketing, and telemarketing) was noted. (Sixty tables/figures are included.)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 31 Dec 90
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Correctional Education; Federal Aid; Library Extension; *Literacy Education; *Parent Child Relationship; *Parent Education; Parenting Skills; Prisoners; Program Development; Program Implementation; *Womens Education
IDENTIFIERS- *Family Literacy

Prince George's County (Maryland) Memorial Library System received a grant to develop and implement a parenting-literacy project for the women in the County Correctional Center. The project's goal was to help the incarcerated female parent develop her own and her child's literacy skills. Eighty-eight women with children aged 5 and under or who were pregnant or the principal caregiver participated in one of four 6-week-long workshops. Through the workshops, the women were introduced to experiences and techniques they could use to influence and participate in their children's learning through language development/reading activities and to increase their own literacy and parenting skills. An evaluation form administered at the end of each cycle showed a 98 percent approval rating for the project. The literacy skills assessment results demonstrated that the women were not functionally illiterate. They were enthusiastic about the reading activities for themselves as well as for their children. (Following the 11-page report, appendixes provide the following: a detailed description of the video series, Footsteps, that was used to present parenting issues, concerns, and techniques; evaluation form; program brochure; interviews with program completers; and copies of news articles and annual report.) (YLB)

ED 379 500 CE 068 329

Braine, Rachel
Indiana Free Library Inc. Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 123p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Federal Aid; *Libraries; *Literacy Education; Newsletters; Program Improvement; Recruitment; Tutoring; *Tutors; *Volunteer Training

The Indiana Free Library Literacy Program had two major goals during Fiscal Year 1989: to maintain and expand the present services and to extend the existing literacy program. Tutors were recruited through public service announcements and extensive free coverage in the Indiana Gazette. Four tutor training workshops were held to train 40 new tutors. Tutor inservice programs addressed the following topics: using computers with literacy students, English as a Second Language, teaching spelling, and alcohol and drug abuse awareness. During the year, 52 students were served; 15 new students were recruited. The Literacy Council established a committee to help indigent students obtain discounted or free eye exams and success of educational activities, a process that begins with identifying educational goals by assessing needs, is the topic of chapter 9. The final chapter places needs assessment in the context of a continuing education program's operations. Contains 84 references. (KC)

ED 379 523 CE 068 462

Asch, Beth J.; Dertouzos, James N.
Educational Benefits versus Enlistment Bonuses: A Comparison of Recruiting Options.
SPONS. AGENCY- Office of the Secretary of Defense (DOD), Washington, DC.
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Enlisted Personnel; *Fringe Benefits; *Military Personnel; Military Service; Postsecondary Education; Program Costs; *Recruitment; *Veterans Education

An analysis was made of the relative cost-effectiveness of two incentive programs for recruiting military personnel: enlistment bonuses and educational benefits. In comparing these alternative recruiting resources, the study considered the effects of such programs on the service history of recruits, including reserve component accessions, as well as their cost. Data were gathered through military records of recruits of the early 1980s who were offered either enlistment bonuses or educational benefits depending on their geographic location. The study found that the cost of a high-quality recruit is $6,900 in educational benefits or $18,700 in enlistment bonuses. Therefore, educational benefits were found to be more cost effective. (Contains 12 references.) (KC)

ED 379 524 CE 068 466

Goethel, Jan; And Others
Telling Tales. How To Produce a Book of Stories by Parents and Their Children.
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Childrens Literature; *Creative Writing; Learning Activities; *Literacy Education; *Parent Education; *Story Telling; *Student Publications; *Writing Instruction
IDENTIFIERS- *Family Literacy

This manual is designed to help volunteer teachers in family literacy programs introduce a writing project that provides parents and children with a worthwhile learning experience to take home and share. The guide suggests ways to prepare parents and children for a collaborative story-writing experience and offers ideas on how to structure the writing session. It also shows how to assemble the parent-child stories and illustrations into a simple book that will be a source of pride for all concerned. Tips and tools for facilitators are included. Resource lists include citations for 55 children's books, 19 books for new adult readers, and 14 books about community, in the skills and information necessary to provide substance abuse prevention education to students and to mobilize parents in preventive efforts. Training was to be evaluated through administering pre- and post- tests to staff participants. In addition, in-class observations were to be conducted to assess the extent to which staff members were able to translate program training into lessons for students. The primary means of achieving program goals were through workshops and training programs. The content of staff development activities included information on substance abuse and related issues, strategies for providing emotional support and building self-esteem, student activities designed to encourage critical thinking about drugs and sociopolitical issues, and ways of enabling students to pursue creative activities. Much of the material was age-specific, and culturally sensitive. Data submitted to OER for program evaluation were survey material from workshops and records of program activities. (BF)

ED 379 544 CG 025 940

Weich, Leah; Philip, Radhika
Evaluation of the Expanded and Enhanced Model System-Wide 7-9 Drug/Alcohol Abuse Prevention Training Program, 1991-1992.
PUB DATE- 13 Sep 93
NOTE- 54p.; For the K-6 program, see CG 025 939.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; *Drug Education; Health Promotion; Inservice Education; Junior High Schools; Parent Participation; *Prevention; *Program Evaluation; School Personnel; Self Destructive Behavior; *Staff Development; Teacher Workshops

This prevention training program was created in response to the emergency situation in Community School District 3 in New York City. The program goal was to provide intensive staff development to 275 school personnel, from all segments of the educational community, in the skills and information necessary to provide substance abuse prevention education to students and to mobilize parents in preventive efforts. Training was to be evaluated through administering pre- and post-tests to staff participants. In-class observations were also to be conducted to assess the extent to which staff members were able to translate program training into lessons for students. The primary means of achieving proposal goals were through workshops and training programs. The content of staff development activities included information on substance abuse and related issues, strategies for building self esteem, student activities designed to encourage critical thinking about drugs and sociopolitical issues, and ways of enabling students to pursue creative activities. Much of the material was age-specific and culturally sensitive. Data submitted to the Office of Educational Research (OER), for program evaluation were survey material from workshops and records of program activities. (BF)

ED 379 545 CG 025 941

Ziegenhorn, Leslie; And Others
Personality Inventory for Youth: Screening for High-Risk Adolescents.
PUB DATE- 12 Aug 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-

Incarceration

Shock incarceration facilities, or boot camp prisons, for young adults are being developed in city, county, state, and federal jurisdictions. This report focuses on one state's program. Two key components of this boot camp program include substance abuse education and a therapeutic approach which seeks to support successful reintegration of inmates into the community. The program emphasizes treatment as a means of promoting public safety. It seeks to build character, instill responsibility, and promote a positive self-image so that nonviolent offenders can return to society as law-abiding citizens. Discussed here are the eligibility and selection criteria for the program, staff training, phase one of the program (incarceration) and phase two (intensive community supervision), and outcomes. Evaluations of the program have reached several conclusions: (1) the program saves the state money by reducing expenditures for care and custody and by avoiding new prison construction; (2) shock incarceration graduates increase their reading and math scores by about one grade level during their 6 month confinement; and (3) return to prison rates for program graduates were lower than those who would have been eligible for the program but who did not enter shock treatment or who dropped out. Caveats about the conclusions are offered. (RJM)

ED 379 564 CG 026 041

Edington, Linda M.; And Others
Violence in Families: An Educator's Guide To Protect Children of Battered Women.
SPONS. AGENCY- Indiana State Dept. of Human Services, Indianapolis.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Battered Women; *Child Abuse; Children; Elementary Secondary Education; Family Problems; *Family Violence; *Identification; Parent Child Relationship; School Personnel; *School Responsibility; Violence

Only recently have providers of services to battered women and abused children begun to look at the connection between these two populations. This manual is a tool for any adult who comes in contact with children of battered women. Its purposes include: giving basic information about battered women and describing how this abuse and violence affects children; suggesting an intervention model; proposing safety plans for women and children; providing recommendations of community resources to use; affording school personnel in-service training; and furnishing a violence prevention curriculum. The manual opens with an overview of the dynamics of family violence. It addresses myths about battered women, the battering relationship, and other areas of concern. Some suggestions for recognizing and intervening in battering relationships are then offered, such as four common stages of battered women's experiences, a tool for identifying a battered woman, what a batterer may do when a woman leaves, and legal options and safety plans for women and children. Since schools are necessarily involved in these problems, the manual outlines educators' legal responsibilities, provides a suggested lesson plan for in-service training, and offers ideas on classroom

*Literature Reviews; Meta Analysis
IDENTIFIERS- *Gender Issues

In the counseling profession, women constitute the majority of clients and practitioners. Given this situation, two questions arise concerning counselor preparation literature: (1) To what extent have women authored counselor preparation literature? (2) To what degree has this literature considered gender? In order to establish a context for specific gender issues, this study provides a historical grounding for dialogue on gender issues in counseling. The context was set by examining women's authorship rates in volumes 0-32 of the journal "Counselor Education and Supervision" (CES). Articles that dealt specifically with gender issues were also analyzed. Analysis showed that women wrote 18 percent of the articles and that 4 percent of the articles addressed gender. Results indicated a significant increase over time in women's authorship of CES articles. These rates increased even though the total number of articles published per issue dropped. However, there was no significant rise in the appearance of gender articles since the 1970s, suggesting a disturbing gap in counselor preparation research. It is argued that a greater focus on gender issues in counselor training and supervision is necessary if counselors are to remain an efficacious source of mental health services. (RJM)

ED 379 584 CG 026 088

Goldstein, Arnold P.; And Others
The Prosocial Gang: Implementing Aggression Replacement Training.
PUB DATE- 94
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; Aggression; Antisocial Behavior; At Risk Persons; Interpersonal Competence; Intervention; *Juvenile Gangs; *Prosocial Behavior; Secondary Education; *Socialization; *Social Networks; Social Problems; *Social Support Groups; Violence; Youth Problems; *Youth Programs

The phrase "prosocial gang" may seem a contradiction but such gangs do exist. This book describes a gang intervention program, Aggression Replacement Training (ART), which resulted in reduced arrest rates among violent gangs in a large urban area. The book opens with a list of prosocial gangs followed by an analysis of the development, demographics, varying definitions, and types of juvenile gangs in America. Violence among gangs is examined, along with communities' responses to gang violence. The ART program is then introduced and its background, rationale, and procedures are described. The program's past and current effectiveness with delinquent and aggressive youths is outlined. Examined here are the daily lives of the gang members in the program, their communities, and the agency settings in which the ART program unfolded. Also described is the program's construction, its management, its context, its flow, its successes, and its failures. The emphasis is on how to help chronically antisocial youths deal with attendance indifference, participation resistance, interpersonal skill incompetence, anger, and other issues. The program's effectiveness is summarized and an examination of what lies in the future for gangs exposed to this program is offered. References, an author index, and a subject index are included. (RJM)

ED 379 585 CG 026 089

published the new adult readers' writing. Results of the study in the compilation indicated that the journal was well received by adult learners across the state and was fulfilling its mission of providing reading texts that are culturally relevant and interesting to adult readers. The compilation next presents a list of adult new writers contributing to the journal in 1989-1990. The compilation also includes three issues of the journal "Need I Say More" (Volume I Number 1, Spring 1988; Volume II Number 3, Fall 1989, and Volume III Number 1, Winter 1990). (RS)

ED 379 603   CS 012 001

Blair-Larsen, Susan M.
Literacy Perceptions of Runaway Adolescents.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Disadvantaged Youth; High Schools; High School Students; *Homeless People; *Literacy; *Reading Attitudes; Reading Interests; *Runaways; Student Attitudes; *Student Needs

A study investigated the literacy needs of adolescents staying in short-term crisis intervention centers--shelters for teens who have run away or are otherwise homeless. During a 6-month period, interviews were conducted in a non-threatening, informal environment; the adolescents responded to open-ended questions about their histories of reading and writing, their present uses of reading and writing and their future uses. Results indicated that reading and writing were a part of these teens' daily lives. The consensus was that reading and writing were both school-related and personal. Despite the general upheaval in their lives, school remained a major part of their lives. Only one interviewee maintained that reading and writing were a waste of time. Others identified horror and mystery as their favorite kinds of reading. In the past, clients remembered with pleasure visiting their school libraries. All of the adolescents remembered being read to as children. In terms of the future, the adolescents explained their vocational plans and clearly stated specific reading and writing skills required for job success. However, even though the clients were future oriented, most of them were unaware of their inability to compete academically. (TB)

ED 379 604   CS 012 002

McLaughlin, Maureen
Literacy Histories of Pre-Service Teachers: The Effect of the Past on the Present.
PUB DATE- Nov 94
NOTE- 6p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cooperation; Higher Education; *Literacy; Methods Courses; *Personal Narratives; *Portfolio Assessment; Preservice Teacher Education; *Writing Assignments
IDENTIFIERS- Preservice Teachers; Reflective Writing; Writing

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Case Studies; *Classroom Communication; *Cross Age Teaching; Elementary Education; *Multicultural Education; *Peer Teaching; Program Descriptions; Program Implementation; *Reading Programs; Urban Education
IDENTIFIERS- Oakland Unified School District CA; *Paired Reading

Offering suggestions on setting up and maintaining a cross-age reading program, this book describes teachers' experiences in establishing a cross-age reading program in a multiethnic, multilingual inner-city school in Oakland, California. The book notes that what began as an effort to engage one under-achieving fifth-grade boy evolved into an effective cross-age tutoring program involving first/second-grade students and fifth/sixth-grade students, most of whom were acquiring English as a nonnative language. The book also notes that, as a result of the program, teachers witnessed "compelling growth" among the fifth/sixth-grade students as teachers and learners. Chapters in the book are: (1) "When Are We Doing Buddy Reading?" Buddy Reading in Action; (2) "That's Not How You Spell Breakfast!" Initial Preparation for a Buddy Reading Program; (3) "And When I Make It Ixided We Never Have Problems Together." Maintaining a Buddy Reading Program; (4) "If It Weren't for Buddy Reading I'd Still Be Reading Bad." The Influence of Buddy Reading on the Students; and (5) "I Had No Idea That Manop Could Read So Well Independently." The Influence of Buddy Reading on the Teachers. An appendix lists 267 popular books and magazines for buddy reading. (RS)

ED 379 623 CS 012 022

Fisher, Bobbi
Thinking and Learning Together: Curriculum and Community in a Primary Classroom.
PUB DATE- 95
NOTE- 425p.; Foreword by Pat Cordeiro.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Childrens Literature; *Classroom Environment; *Classroom Techniques; Curriculum Development; Grade 1; *Literacy; Mathematics Instruction; Parent Teacher Cooperation; Primary Education; Reading Instruction; Science Instruction; Social Studies; Spelling; *Teacher Student Relationship; Writing Evaluation; Writing Instruction
IDENTIFIERS- *Collaborative Learning

This book describes a sharing classroom community where first-grade children and teachers think and learn together. The book describes how a sense of trust was fostered; how the daily schedule, classroom space, and materials were organized; how the children participated in shared literacy; how the children practiced and shared what they learned; how literature, reading, writing, math, science, and social studies topics were explored for authentic purposes, with the children pursuing their own interests and areas of inquiry; and how parents joined in the classroom community. Chapters in the book are: (1) Classroom Community; (2) Generating Curriculum; (3) Organizing for Learning; (4) Literature; (5) Shared Literacy; (6) Helping Individual Readers; (7) Writing; (8) Evaluating Writing; (9) Spelling; (10) Math; (11) Science; (12) Social Studies; and (13) Communicating with Parents. Appendixes to teachers to assess their feelings about the worthiness of homework. Most of the teachers surveyed felt that homework increases vocabulary understanding. (Contains 20 references and 1 table of data. Vocabulary words, a vocabulary test, data, a letter to teachers, and the questionnaire are attached.) (RS)

ED 379 644 CS 012 052

Boylan, Nancy L.
Spelling Instruction and Development.
PUB DATE- Apr 95
NOTE- 43p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; Grade 1; *Instructional Effectiveness; Primary Education; *Spelling; *Spelling Instruction

A study determined if significant differences existed between the mean scores of students receiving formal spelling instruction when compared with scores of students who did not receive any instruction in spelling. Subjects, 50 first-grade students, were given either formal spelling instruction throughout the week for 6 weeks or received no formal instruction. Both groups of students used the same phonics books and reading series. At the end of each week, all students were tested on 10 spelling words. Results indicated that students receiving formal spelling instruction scored better on the spelling tests than students who received no formal spelling instruction. (Contains 18 references and 1 table of data. An appendix of data is attached.) (RS)

ED 379 645 CS 012 053

Zupancic, Karen
The Use of an Electronic Speller Paired with a Personal Spelling Dictionary of High-Frequency and Personal Interest Words To Increase Students' Awareness of Standard Spelling.
PUB DATE- Apr 95
NOTE- 33p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; Electronic Equipment; Grade 5; Intermediate Grades; *Spelling; *Spelling Instruction; Word Lists; Writing Skills
IDENTIFIERS- *Electronic Spellers

A study compared the exclusive use of an electronic speller, the exclusive use of a personal spelling dictionary, as well as the use of a combination of the two, as tools for students to increase their consistent use of standard spelling. Subjects, 21 heterogeneously grouped fifth-grade students attending a suburban elementary school, completed a spelling attitudes questionnaire as pre- and post-tests. All students were administered a test of 500 high utility words as compiled by the American Heritage Word Frequency Study. Individual spelling errors were noted for each student after which individual instruction on spelling errors was conducted. Students were then individually tested on their original misspellings. Results indicated no support for the use of one method over another, although students using the electronic speller demonstrated a greater enthusiasm for self-checking their written work. (Contains 19 references and 2 tables of data. An appendix of data, the high-utility 500 words, and a student

ED 379 665 CS 214 736

Johannessen, Larry R.
Teaching Descriptive/Narrative Writing: Strategies for Middle and Secondary Students.
PUB DATE- 3 Mar 95
NOTE- 48p.; Paper presented at a Teachers' Institute Inservice Program at Indian Prairie Community Unit School District 204 (Napervile, IL, March 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Elementary School Students; Intermediate Grades; Middle Schools; Peer Evaluation; *Prewriting; *Revision (Written Composition); Secondary Education; Secondary School Students; *Writing Assignments; Writing Evaluation; *Writing Improvement; *Writing Instruction; *Writing Strategies
IDENTIFIERS- Middle School Students; Writing Development

Practical classroom activities for teaching narrative/descriptive writing exist which are based on approaches to teaching writing that research indicates improve the quality of student writing. Teachers need to do less lecturing to students about what they should be doing in their writing and more actively involve their students in the learning of skills and strategies. Writing activities should focus on developing strategies important to writing in the prewriting stage of the composing process and involve active/experiential learning. Activities such as "The Snake," "In the Act," and the "Voluptuary" focus on getting students to use many specific details, combine the sense, and use figurative language. Research is also very clear about "criteria-guided revision," instruction that focuses on scales, criteria, and specific questions which students can apply to their own or others' writing. There are a number of good reasons why teachers should use peer evaluation in teaching writing (including revision as a part of the writing process), but there are also problems with this approach (such as students having trouble being critical of their peers' writing). Criteria guided revision activities that use peer response groups work best just before students are given their final assignments. Teachers who use these types of activities will see the quality of their students' writing begin to improve. (Contains 43 references. An appendix presents numerous student activity sheets, student writing samples, and evaluation sheets.) (RS)

ED 379 666 CS 214 737

Bohlken, Bob
The Bare Facts about the Listener's Responsibility in Understanding Semantic Meaning.
PUB DATE- 10 Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the International Listening Association (Little Rock, AR, March 8-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biofeedback; Class Activities; *Classroom

controversial issues. Focusing on the personal and societal concerns of today's youth--including sexuality, divorce, heritage, abuse, and death--the book offers practical suggestions for using books to help children successfully confront these matters. Each chapter in the book includes suggested criteria, discussion of children's books, references, resources, and an annotated bibliography. After an introduction, chapters in the book are: (1) Siblings; (2) Adoption and Foster Care; (3) Divorce; (4) Family Constellations; (5) Sexuality; (6) Aging; (7) Death; (8) Gender Roles; (9) Heritage; (10) Special Needs; (11) Abuse; and (12) War and Peace. Appendixes present 102 resources for teaching a literature-based curriculum, 101 additional references for the study of children's literature, 53 activities for extending literature, selected childrens' book awards, and publishers' addresses. (RS)

ED 379 685   CS 214 758

Hirsch, E. D., Jr., Ed.
What Your First Grader Needs To Know: Fundamentals of a Good First-Grade Education.
PUB DATE- 91
NOTE- 264p.; The Core Knowledge Series Book 1.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Activities; *Cultural Education; *Cultural Literacy; Curriculum; Fine Arts; *Grade 1; *Knowledge Level; Language Arts; Learning Activities; Mathematics; Primary Education; Sciences; Social Studies; Young Children
IDENTIFIERS- *Core Knowledge; Knowledge Acquisition

This book argues that parents, by spending 20 minutes each day imparting the wisdom found in its pages, can compensate for the lack of cultural education their children receive in school. Predicated on the idea that there is a certain background "core knowledge" that every American school child should possess, the book can also be used in the classroom to provide cultural enrichment. The book moves from nursery rhymes and Aesop's Fables to language study, history, mathematics, and natural science. The book (extensively illustrated) adopts an engaging, narrative style and includes activities, from recipes to art projects, that help children enjoy and remember what they are learning. Chapters in the book are: (1) Language Arts; (2) Geography, World Civilization, and American Civilization; (3) Fine Arts; (4) Mathematics; and (5) Natural Sciences. (NKA)

ED 379 686   CS 214 759

Belanger, Joe
Language Awareness Surveys: A Rationale and Three Instruments.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Language Research; *Metalinguistics; Program Descriptions; Research Needs; *Student Attitudes; *Teacher Attitudes

What is abundantly clear from these data is that the words used to describe achievement in a college classroom are subject to systematic confusion depending on gender, GPA and cognitive/semantic consistency of the receiver/students. Given the sample size for this study (42 respondents), the trends in these data portend differences which could only be called gigantic. This line of research should be further pursued. (A table is included. Contains six references.) (Author/TB)

ED 379 703 CS 508 822

Partridge, Susan
Ethnocentrism as It Relates to Our Public Schools.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Culture Conflict; Elementary Education; Ethnic Relations; *Ethnocentrism; *Interpersonal Communication; *Multicultural Education; *Public Schools; *Racial Bias; Teacher Education; Teacher Role
IDENTIFIERS- Cultural Sensitivity

Public schools can, and should, do a lot to solve the current, controversial ethnocentrism problem. Teachers must receive adequate training and competent in-service help so that they may provide multicultural education and face their own prejudices. Responsibility for students' behavior and education should be shared by the homes and the community. The core curriculum must be pluralized if educators are to teach each child in the existing school population. Sometimes students can fight prejudice in the school environment with a few well-chosen words. Parental support can be a great help in securing harmony in the public schools and thus promoting tolerance, respect, and a sound education for all children. A thoughtful multicultural curriculum is a good weapon against ethnocentrism, which should have no place in schools of America where "liberty and justice for all" is pledged. (Contains eight references. A list of 17 implications is attached.) (RS)

ED 379 704 CS 508 823

Miller, Robert K.
The Informed Argument: A Multidisciplinary Reader and Guide. Fourth Edition.
PUB DATE- 95
NOTE- 647p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Anthologies; Freedom of Speech; Higher Education; Immigration; Interdisciplinary Approach; Literary Criticism; Multicultural Education; *Persuasive Discourse; *Research Skills; Sexual Harassment; Writing Skills
IDENTIFIERS- Controversial Topics; Gun Control; *Writing Development

Reflecting the belief that learning is best fostered by encouraging students to read, reflect, and write about serious issues, this book is designed to help students argue on behalf of their beliefs so that other people will take them seriously.

problems (miscarriages, cancers, birth defects, etc.) suffered by people in the area were documented, and Hanford's reactors were eventually shut down, although nuclear waste and contamination are still a big issue. HEAL's jeremiad reconfigured history, offering a "counter-myth" which portrayed Americans as the victims, rather than the beneficiaries, of government secrecy, and DOE as villain rather than guardian. The jeremiad form, however, seems to have limited the scope of HEAL's social/political critique, since the jeremiad carries fundamental assumptions that limit serious considerations of structural change. (Contains 18 references.) (NKA)

ED 379 722 CS 508 844

Sallot, Lynne M.
Interpersonal Communication and Public Relations: Twenty Years of Testing Theory in a Laboratory.
PUB DATE- 20 Nov 94
NOTE- 51p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Communication Research; Content Analysis; Higher Education; Information Theory; *Interpersonal Communication; Media Research; *Public Relations; Systems Approach; Theory Practice Relationship
IDENTIFIERS- Media Campaigns; Public Relations Society of America

An exploratory study examined relationships between interpersonal communication theory and public relations from 1970 to 1990. One hundred thirty-six public relations campaign cases recognized for excellence by the Public Relations Society of America were analyzed for applicability of seven interpersonal theoretical perspectives. Information theory was the most applicable overall and, along with social exchange theory, did not vary over time. Systems theory was found to be the least applicable overall, but did not vary over time, along with constructivism, social influence, developmental approaches, and symbolic interactionism. The cases were also analyzed for importance of interpersonal communication in formative research and as a communication tactic, and were categorized and compared for types of public relations practiced as characterized by Grunig's models. One implication of the study is that public relations academics need to pay more attention to interpersonal communication theory--and its application within the context of their classrooms. (Contains 73 references and four tables of data. The taxonomy used in the content analysis is attached.) (Author/RS)

ED 379 723 CS 508 846

Hufman, Melody
Nonverbal Measures of Self Assessment.
PUB DATE- Nov 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom

ED 379 742 EA 026 470

Stronge, James H.; Tucker, Pamela D.
The Principal's Role in Evaluating Professional Support Personnel.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competence; Elementary Secondary Education; Evaluation Criteria; *Job Performance; Models; *Paraprofessional School Personnel; *Personnel Evaluation; Pupil Personnel Workers; *School Personnel

Among the principal's most powerful tools for school improvement and effectiveness are program and personnel evaluation. Professional specialists, however, are especially difficult to evaluate. This document presents the Professional Support Personnel (PSP) Evaluation Model for evaluating nonteaching, nonadministrative professionals. These personnel provide pupil services, instructional support services, academic/curriculum development services, and special education services. The PSP model is comprised of the following steps: (1) identify system needs; (2) identify personnel duties; (3) select performance indicators; (4) set performance standards; (5) document job performance; (6) evaluate job performance; and (7) maintain/improve professional service. The document describes the goals and key features of the evaluation systems used by the Des Moines, Iowa, Public Schools; Jefferson County Public Schools, Golden, Colorado; the Alabama Department of Education; the Delaware Department of Public Instruction; and the Georgia Department of Education. The evaluation systems share the following elements: a purpose that promotes professional development; the use of multiple data sources; and jointly developed criteria and procedures. (LMI)

ED 379 743 EA 026 471

Haynes, Charles C., Ed.
Finding Common Ground: A First Amendment Guide to Religion and Public Education.
PUB DATE- 94
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; *Constitutional Law; Controversial Issues (Course Content); Court Litigation; Elementary Secondary Education; Legal Problems; Public Schools; *Religion Studies; *Religious Conflict; Religious Differences; *State Church Separation

This guidebook is built on the conviction that finding common ground on many divisive issues is possible within the civic framework provided by the Religious Liberty clauses of the First Amendment to the U.S. Constitution. It argues that there is a clearly defined constitutional difference between degrading, and thus unconstitutional, educators will have to undergo a paradigm shift in their views of school discipline. A Constitutional Court may respond to questions about corporal punishment in schools as follows: (1) corporal punishment in schools is not cruel, inhumane, or degrading "per se"; (2) the source and nature of the schoolmasters' authority may affect the final decision as to the applicability of section 11(2); and (3) sound education grounds for retaining corporal punishment as an available option may be advanced. (LMI)

ED 379 761 EA 026 504

Lumley, Richard D.; Bailey, Gerald D.
Planning for Technology: A Guidebook for School Administrators.
PUB DATE- 93
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Advisory Committees; Educational Objectives; *Educational Planning; *Educational Technology; Elementary Secondary Education; *Long Range Planning; Needs Assessment; *Program Development; *School Administration; School Districts

This guidebook was designed to help school administrators with little or no experience in technology planning initiate and carry out a step-by-step planning cycle. It shows how to organize a district for instructional technology integration by following a six-step planning model. Six chapters, based on the steps of the model, begin with a set of key questions and end witn a series of definitions, suggestions for using the planning guide, and references. The chapters present strategies for organizing and empowering a district technology planning team; preparing the planning team for the study; assessing the current state of technology in the district; developing guiding documents for technology; developing a long-range technology plan; and implementing, institutionalizing, revising, and evaluating the technology plan. Appendices contain a list of recent periodicals, needs assessment instruments, a technology audit instrument, an article on administrative leadership for information-age schools, a question-and-answer session with the authors, notes on development of the book, and sample plans and transparencies. (LMI)

ED 379 762 EA 026 505

Bauer, David G.
Grantseeking Primer for Classroom Leaders.
PUB DATE- 94
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Federal Aid; *Financial Support; *Grants; *Grantsmanship; Philanthropic Foundations; Private Financial Support; *Program Proposals; *Proposal Writing; School Funds; School Support

This book provides time-efficient strategies for teachers who

ED 379 781 EA 026 528

Daresh, John C.; Hartley, Melissa J.
Defining the Principalship: Expectations of Preservice Teachers.
PUB DATE- Oct 94
NOTE- 15p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Principals; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Preservice Teachers

This paper presents findings of a study that explored the perceptions held by aspiring teachers regarding the role, function, and responsibilities of school principals. Data were collected through interviews with four students enrolled in preservice teacher education programs leading to elementary teacher certification at a large state university. The teaching candidates demonstrated a naive understanding of principals' roles, viewing principals as existing to service their classroom work. They tended to perceive the principal as an authoritarian figure and a resource gatherer. The students did not see principals as sources of instructional leadership or professional development, nor did they conceive of themselves as participants in school decision making. Findings indicate that teachers are still being prepared to operate as technicians who focus on instruction and control of students. It is recommended that teacher-preparation programs inform aspiring teachers about their schoolwide roles and cultivate an appreciation of the larger school environment. Principals, also, should be made aware of their responsibility to socialize new teachers so that their misconceptions about principals may be dispelled. (LMI)

ED 379 782 EA 026 529

Geltner, Beverley B.; Ditzhazy, Helene R.
Shaping Departmental Community: Engaging Individualism and Collegiality in Pursuit of Shared Purpose.
PUB DATE- Oct 94
NOTE- 21p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Collegiality; *Educational Administration; *Faculty Development; *Group Unity; Higher Education; *Interprofessional Relationship; Organizational Communication; Organizational Development

Efforts to reform educational administration programs depend on the ability of faculty members to develop shared purpose and understanding. This paper describes the experiences of nine faculty members in a department of educational administration in a large midwestern university, who, in seeking to transform their preparation program, transformed departmental

PUB DATE- Feb 95
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; College School Cooperation; Educational Administration; Educational Cooperation; Elementary Secondary Education; Higher Education; *Leadership Training; *Management Development; Partnerships in Education; Program Design; *Program Development
IDENTIFIERS- *Indiana University South Bend

This paper describes the planning and design of an administrator-preparation program to be instituted at the Division of Education at Indiana University South Bend (IUSB) in the summer of 1995. The School Leadership Collaborative received a Lilly Endowment grant in 1993 to collaborate with four surrounding Indiana school corporations. The program is based on the premise that collaboration with school districts on curriculum design and an instructional delivery model based on problems of practice, cotaught with practitioners, will provide a more relevant program in educational leadership. The program addresses four major content areas--communications and interpersonal relations, knowledge of teaching and learning, community context, and leadership and organization. It utilizes Edwin Bridges' (Stanford University) problem-based learning model (PBL), in which students respond to simulated problems, and is based on guidelines of the National Policy Board for Educational Administration (1993). One table is included. Contains 21 references. (LMI)

ED 379 801 EA 026 556

School: A Matter of Choice.
PUB DATE- 94
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Admission (School); *Diversity (Institutional); Educational Demand; *Educational Opportunities; *Educational Quality; Elementary Secondary Education; Equal Education; *Foreign Countries; Nondiscriminatory Education; Nontraditional Education; Open Enrollment; *School Choice

Measures to improve parent and student choice of school have recently become an important issue for educational reform in a number of Organisation for Economic Co-operation and Development (OECD) countries. This book summarizes the school-choice experiences of selected OECD countries. The data, collected by the OECD/Centre for Educational Research and Innovation (CERI) Secretariat during 1993, were obtained from background reports prepared by the educational experts of six countries--Australia, England (United Kingdom), the Netherlands, New Zealand, Sweden, and the United States. Onsite interviews were also conducted with policymakers, researchers, and practitioners at the national and local levels. Following the foreword and summary, part 1 discusses themes in school choice, with reference to developments in various OECD countries. Although choice options may enhance a school's sense of mission and improve consumer satisfaction, they may result in increased social segregation. It is recommended that

ED 379 819 EC 303 692

Wheeler, Wendy; And Others
The Interrater Reliability of the Communication and Symbolic Behavior Scales as Used with Children with Developmental Disabilities.
PUB DATE- Jun 94
NOTE- 13p.; Poster presented at the Conference of the American Association on Mental Retardation (Boston, MA, June 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Rating Scales; *Communication Skills; *Developmental Disabilities; Early Childhood Education; *Interrater Reliability; Pretend Play; Social Behavior; Test Reliability
IDENTIFIERS- *Communication and Symbolic Behavior Scales

The Communication and Symbolic Behavior Scales (CSBS) were developed to standardize communication sampling procedures in assessing preverbal and early verbal stage children. To assess interrater reliability in using the scales with children with developmental disabilities, eight children (ages 33-113 months) with developmental disabilities were videotaped, and the children's communicative and symbolic behaviors were rated by an experienced speech/language clinician and two graduate students in communication disorders using the CSBS. Results support the idea that similar reliability to that reported in the manual can be achieved when the CSBS is used to assess children with developmental disabilities. Lower areas of interrater agreement were noted for the scales measuring "Respondent Acts," "Shared Positive Affect," and "Complexity of Action Schemes." Findings highlight the need for further clarification in some areas of the CSBS manual and the need for adequate training of raters. (JDD)

ED 379 820 EC 303 693

Rowlison, Teresa A. C.
A Statistical Analysis of a Single-Subject Inquiry in Geography.
PUB DATE- Oct 94
NOTE- 23p.; Paper presented at the Arizona Educational Research Organization/Rocky Mountain Educational Research Association Conference (October 20-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Geography Instruction; *Gifted; Hispanic Americans; *Instructional Effectiveness; Learning Strategies; *Lecture Method; Minority Groups; *Mnemonics; Retention (Psychology); Statistical Analysis; Teaching Methods; World Geography

This study sought to determine whether mnemonics or lecture was a more effective teaching technique in the instruction of world geography facts within a pull-out gifted education program for eight elementary-level minority students from a Hispanic dominant school within a rural, Hispanic dominant district. Graphic results supported the hypothesis that mnemonics was more effective, but statistical analysis did not, as measured by students' scores on labeling world maps. The interaction between sessions and mnemonics did not significantly predict knowledge of world geography facts above and beyond the linear

DC. Early Education Program for Children with Disabilities.
PUB DATE- 94
NOTE- 333p.; For related documents, see EC 303 710-715.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consciousness Raising; *Cultural Awareness; Cultural Background; *Cultural Differences; Cultural Influences; *Disabilities; Early Childhood Education; Early Intervention; Ethnography; *Family (Sociological Unit); *Interpersonal Relationship; Life Style; Professional Development; Self Concept; *Sociocultural Patterns; Training; Workshops

This training manual for early childhood special education service providers aims to develop an understanding of the roles culture plays in interpersonal dynamics, how adults blend to form unique family life ways, and how families arrive at appropriate early intervention techniques and activities for their special needs children. Participants explore what each family brings from the past and adapts from the present. The training creates an awareness of how to determine a goodness-of-fit between the intervention plan, the family's life ways, and the child's needs. The training is based on a continuum of growth toward an awareness of the role culture plays, explored in the following six stages: (1) self-awareness of the role culture plays in one's own life; (2) cultural exclusiveness (exploring the negative and positive aspects of one's culture from an insider's view); (3) consciousness raising (realization that there may be life ways other than one's own); (4) heightened awareness (viewing culture from an outsider's perspective for its structure and function); (5) overemphasis (outsiders' views of a culture as having life ways better than one's own); and (6) balance and integration (belief that there are many cultural ways that are correct). The training workshops involve discussion, mini-lecture, large and small group activities, self-awareness activities, ethnographic observation skills, ethnographic interviewing skills, and audiovisual aids. Numerous handouts, overhead transparency originals, and supplemental materials are provided. (Contains 40 references.) (JDD)

ED 379 840 EC 303 713

Render, Mary; And Others
Transitions to Public Schools for Families of Young Children with Special Needs. Project Ta-kos.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 94
NOTE- 67p.; For related documents, see EC 303 710-715.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Planning; Early Childhood Education; *Family Role; Models; Professional Development; *Public Schools; *School Readiness; *School Role; *Special Needs Students; Student Placement; Student Role; Training; *Transitional Programs; Workshops; Young Children

The workshops presented in this training manual identify methods and strategies that can be used by parents and professionals to improve the process of transition to public school for children with special needs and their families. Workshop participants

(DHHS/PHS), Atlanta, GA.; Health Care Financing Administration (DHHS), Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Nov 94
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Agency Cooperation; Community Programs; *Community Services; *Delivery Systems; *Developmental Disabilities; Elementary Secondary Education; Independent Living; Information Systems; *Innovation; Professional Development; Program Evaluation; *Quality Control; Rehabilitation; Social Support Groups; Staff Development; Technical Assistance; Training

The fourth edition of the sourcebook, "Reinventing Quality," contains descriptions of innovative activities designed to assure and enhance the quality of services to persons with developmental disabilities. The programs profiled are those seen as: systematic efforts to improve the quality of services to persons with developmental disabilities, containing elements that may be replicable elsewhere, likely to be of broad interest, and not redundant of other programs described. Programs include efforts to support the redefinition, assessment, and/or enhancement of quality in community services. The programs are subsumed under the following broad categories: statewide information and evaluation systems, service agency development, system-wide quality enhancement, values infusion, consumer and citizen monitoring, community relationship building, technical assistance, personnel training and professional development, advocacy training and support for individuals and families, best practices, and quality assurance in Medicaid Community Supported Living Arrangements programs. Direct service programs are not included. A paper by Clarence J. Sundram titled "Quality Assurance in an Era of Consumer Empowerment and Choice" introduces the sourcebook. (Contains 37 references.) (JDD)

ED 379 859 EC 303 732

O'Donnell, Donita G.
Creating an Environment for Learning Disabilities: A Resource and Planning Guide. Bulletin No. 95053.
PUB DATE- Aug 94
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compensatory Education; Cooperation; *Educational Methods; Elementary Secondary Education; Enrichment Activities; Instructional Effectiveness; *Learning Disabilities; Learning Theories; Program Descriptions; *Remedial Instruction; Student Characteristics; *Student Evaluation
IDENTIFIERS- Wisconsin

This book discusses the challenge for today's schools to find the ways in which students with learning disabilities (LD) learn best and to deliver those opportunities for learning. The chapters focus on: (1) the elements of effective learning that belong in every classroom and the characteristics of students with LD; (2) theories of teaching and learning, including assess the validity of the survey, both the questionnaire content and the survey environment were examined. Content validity was assessed by looking at the questionnaire tasks and deciding whether they were important for functioning in Canadian society. Findings showed the inability to answer the questions correctly did not reflect the inability to get by in life because no allowance was made for solving the problems in other ways. Construct validity was judged by determining whether the questionnaire measured ability to function in life rather than ability to do something else. Cases showed that the survey tasks measured reading ability, not ability to get by in life. The study assumed unwisely that the survey had predictive validity--that if someone could answer a survey question, he or she would be able to cope with the same problem in life. The validity of the survey could also have been affected by other factors: time constraints placed on participants; use of only printed materials; print size; isolation; and interpretation of responses. (YLB)

ED 379 406 CE 068 010

Cullen, Mairi-Ann
"Weighing It Up": A Case Study of Discontinuing Access Students. Occasional Papers Series: No. 2.
PUB DATE- Jan 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Education; Case Studies; *College Programs; *Continuing Education; Dropout Research; Foreign Countries; Higher Education; *Nontraditional Students; *Remedial Instruction; *Student Attitudes; *Student Attrition; Student Surveys
IDENTIFIERS- *University of Edinburgh (Scotland)

The Centre for Continuing Education and Stevenson College of Edinburgh University offer an access course to prepare nontraditional adult students for entry into degree courses in the faculties of arts, divinity, law, and social sciences. A qualitative case study examined why students discontinue the access course. Questionnaires were mailed to all 36 students who had enrolled in the course in 1989-90, 1990-91, and the first term of 1991-92 but had withdrawn before completing it. Most of the 14 respondents reported leaving the course for a combination of reasons. Course dissatisfaction was cited as the main reason for withdrawal four times and as an additional reason three times. Financial problems were cited twice as the main reason for withdrawing and seven times as an additional reason. Ill health was mentioned seven times, personal changes/problems were mentioned six times, loss of confidence in abilities and age were each mentioned four times, and pressure of juggling roles was cited three times. Women were more likely to experience excessive outside pressures. Responses regarding available academic facilities and support were mixed. Personal support services were generally not being used effectively, and respondents' attitudes toward staff development and quality of teaching depended largely on their previous educational experiences. (Contains 16 references.) (MN)

ED 379 407 CE 068 011

Macdonald, Murdo
Radical Creativity in Later Life. Occasional Papers Series: No. 3.

Displaced Homemaker Program 1991-1993 Biennial Report.
PUB DATE- 20 Jan 94
NOTE- 29p.; For the 1989-91 report, see ED 365 858.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Colleges; *Displaced Homemakers; Educational Cooperation; Educational Objectives; Employment Services; Job Placement; Job Training; *Outcomes of Education; *Participant Characteristics; Program Administration; Program Costs; *Program Effectiveness; Program Implementation; *State Programs; Statewide Planning; Two Year Colleges; *Womens Education
IDENTIFIERS- *Washington

Between July 1, 1991 and June 30, 1993, Washington State's Displaced Homemaker Program (DHP) served a total of 55,363 individuals. The program's intensive instructional services component was completed by 2,496 eligible displaced homemakers, 84% of whom were aged 30-59. Of the DHP participants, 84% were white, 75% were separated or divorced, 79% had 0 to 2 dependents, 79% had a high school diploma or its equivalent, 55% received training, and 45% were placed in employment. DHP information/referral service costs and employment/training placement costs averaged $13.84 and $303.85 per person, respectively. The program focused on the following areas: reducing barriers to employment by informing participants of employment and training opportunities, making them aware of their skills and abilities, increasing their self-confidence, helping them clarify their employment goals, and teaching them job search skills. It was estimated that employment of the 1991-1993 program graduates will generate $3.6 million in state tax revenues in 1993-1995. The program's success was attributed to collaboration among diverse agencies and organizations. A longitudinal study of program graduates and increased funding to meet increasing demands for DHP services were recommended. (Appended are data on the budgets/expenditures and proposed/actual outcomes of eight DHP sites.) (MN)

ED 379 427 CE 068 133

Cappelli, Peter; Iannozzi, Maria
Challenge: To Acknowledge the Role of Work-Related Behavioral Skills and Attitudes as Both a Cause of and Remedy for the Skills Gap. EQW Issues Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attitude Change; *Educational Needs; Educational Policy; Educational Quality; *Education Work Relationship; Employment Potential; Job Skills; *Labor Force Development; Labor Needs; Public Policy; Secondary Education; Skill Development; *Vocational Adjustment; *Work Attitudes

Although most people agree that not enough entry workers possess the skills required for success in the workplace, few individuals are able to articulate clearly why and where the skills gap occurs. Despite the popularity of blaming schools and curricula, little hard evidence exists to support the claim that U.S. secondary school performance is declining relative to its standing in recent decades. Research studies focusing on

Grace, Evelyn Southwood
Workplace Basic Skills Assessment Tools. Library Research Report.
PUB DATE- 94
NOTE- 114p.; Master's Paper, Colorado State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Achievement Tests; Adult Basic Education; *Basic Skills; *Employer Attitudes; Employment Qualifications; Literature Reviews; *Personnel Evaluation; State of the Art Reviews; Tables (Data); *Test Validity
IDENTIFIERS- *Workplace Literacy

A study examined the relationships between the skills measured by basic skills assessment tools and the competencies that U.S. employers desire of their hourly employees. The basic skills desired by employers were identified through a literature review. Tools for assessing adult basic/employability skills that are currently available from a total of 24 publishers were analyzed from the standpoint of the extent to which their content (skills measured), validity, and reliability conform to employers' stated needs for assessment tools. It was concluded that suitable assessment tools currently exist for assessing the following skills/competencies identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) and desired by U.S. employers: reading, writing, computation, oral communication, listening, problem solving, self-management, knowing how to learn, teamwork, and leadership. The greatest numbers of instruments are available for assessing reading, writing, and computation skills. Twenty specific assessment tools were recommended for standardized testing of adult basic skills. (Thirteen tables and an 81-item bibliography are included. Appended are the letter sent to publishers, the names/addresses of the 23 publishers contacted, and a bibliography of 21 additional sources regarding basic skills assessment.) (MN)

ED 379 445 CE 068 244

What's Working (and What's Not). A Summary of Research on the Economic Impacts of Employment and Training Programs.
PUB DATE- Jan 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Education; Disadvantaged; Dislocated Workers; Dropouts; Early Parenthood; *Employment Programs; Federal Legislation; Federal Programs; Higher Education; *High Risk Students; High School Equivalency Programs; *Job Training; Literature Reviews; One Parent Family; Out of School Youth; Potential Dropouts; *Program Effectiveness; Secondary Education; *Success; Unemployment; Vocational Education; Welfare Recipients
IDENTIFIERS- Comprehensive Employment and Training Act; General Educational Development Tests; Job Training Partnership Act 1982

The effectiveness of employment and training (E&T) programs in improving labor market outcomes can be assessed by measuring the impact on the future success of participants. The program with the greatest success in reducing dropout rates among at-risk youth is the Quantum Opportunities Project. Comprehensive Employment and Training Act (CETA) and Job Training Partnership Act (JTPA) programs have been unsuccessful in raising employment or earnings of disadvantaged out-of-school youth,

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; *Competence; *Competency Based Education; Cooking Instruction; Evaluation Criteria; *Food Service; *Home Economics Skills; *Occupational Home Economics; Records (Forms); Secondary Education; State Programs; Student Certification; *Student Evaluation
IDENTIFIERS- Missouri

This chart is intended for use in documenting the fact that a student participating in a culinary arts program has achieved the performance standards specified in the Missouri Competency Profile for culinary arts. The chart includes space for recording basic student and instructor information and the student's on-the-job training and work experience. Provided next are 16 checklists for use in rating the student with respect to a total of 185 competencies in the following 16 areas: orientation, professionalism, sanitation, flow of food through the operation, clean and sanitary facilities and equipment, sanitation management, accident prevention and crisis management, tools and equipment, receipt and storage of goods, nutrition, food classification and menu etiquette, food preparation, front-of-house duties, banquet/catering, food service cost control and management, and leadership. Also included are three checklists on which the student can be rated with regard to the following three groups of employability competencies: personal characteristics, job-seeking techniques, and entrepreneurship awareness. (MN)

ED 379 464 CE 068 278

Gysbers, Norman C.; And Others
Developing and Implementing Statewide and Local Strategies To Evaluate School Guidance Programs. Interim Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Feb 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; Counselor Evaluation; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Guidance Programs; *Program Evaluation; Questionnaires; Records (Forms); School Counselors; *School Districts; *School Guidance; School Surveys; State Standards; *Statewide Planning; Systems Approach; *Vocational Education
IDENTIFIERS- *Missouri

This document presents a brief overview of each of the following components of the system of state and local district evaluation of the Missouri Comprehensive Guidance Program (MCGP): program evaluation, personnel supervision and evaluation, and results evaluation. Appendixes constituting approximately 90% of the document contain the following: Missouri school improvement standards; counselor performance-based evaluation formative and summative evaluation forms; Missouri guidance competency evaluation surveys for grades 6-9; tables/charts detailing the scope and sequence of the MCGP in grades K-3, 4-6, 6-9, and 9-12; correlations between the Missouri Comprehensive Guidance Evaluation Survey and other measures; the MCGP student, teacher, and parent surveys; reprints of three published articles about evaluating school guidance programs; and

(MN)

ED 379 482 CE 068 306

Krier, Paul; Mathgen, Ted
Training in the Motor Vehicle Repair and Sales Sector in the Grand Duchy of Luxembourg. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 48p.; For reports on other countries, see CE 068 304-308. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auto Body Repairers; *Auto Mechanics; Case Studies; Corporate Education; Educational Improvement; Educational Needs; Educational Trends; *Education Work Relationship; Employment Patterns; Employment Projections; Employment Qualifications; Foreign Countries; Government School Relationship; *Job Training; Labor Force Development; Labor Market; Personnel Management; Postsecondary Education; Private Sector; Public Policy; Recruitment; *Sales Workers; Secondary Education; Tables (Data); *Trade and Industrial Education; *Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- *Luxembourg

An international team of researchers studied the following aspects of training in Luxembourg's motor vehicle repair and sales sector: structure and characteristics; institutional and social context; relationship to Luxembourg's overall labor market; changing structural, economic, and organizational conditions; and training and recruitment and relationship to Luxembourg's education system. Social and labor/employment statistics were analyzed, and case studies of a 20-employee Saab importer/dealer/repairer and a 132-employee Mercedes-Benz importer/dealer were conducted. The case studies were concluded to confirm the following problems/trends in worker training in Luxembourg: shortage of skilled workers (especially workers born in Luxembourg); growing interest in continuing vocational training in response to economic and technological changes and to overcome the shortcomings of initial vocational training; and shortages of funding and time and absence of structured, forward-looking programs to develop human resources. Major national initiatives have been proposed to solve the identified problems: reforming training leading to advanced training certificates, restructuring initial training, and establishing a means of sharing training costs through state subsidies/fiscal incentives and company investment. (Fourteen tables are included.) (MN)

ED 379 483 CE 068 307

Training in the Motor Vehicle Repair and Sales Sector in Spain. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 84p.; For reports on other countries, see CE 068 304-308. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auto Body Repairers; *Auto Mechanics; Case Studies; Corporate Education; Educational Improvement; Educational Needs; Educational Trends; *Education Work Relationship; Employment Patterns; Employment Projections; Employment Qualifications; Foreign Countries; *Job Training; Labor Market;

glasses. Six newsletters were published. A student group was formed to increase student involvement, recruitment, and retention. Meetings were not well attended. (Most of the document consists of the following attachments: a budget, public service announcements, newspaper coverage, list of materials purchased, student survey, Literacy Council minutes, newsletters, and information regarding student group meetings.) (YLB)

ED 379 501 CE 068 330

Maynard, David A.
Camp Verde Adult Reading Program. Final Performance Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 29 Mar 91
NOTE- 36p.; Some pages contain light print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Federal Aid; *Libraries; *Literacy Education; Newsletters; Outreach Programs; Program Development; Program Implementation; Recruitment; Tutoring; *Tutors; *Volunteer Training

This document begins with a four-page performance report describing how the Camp Verde Adult Reading Program site was relocated to the Community Center Complex, and the Town Council contracted directly with the Friends of the Camp Verde Library to provide for the requirements of the program. The U.S. Department of Education grant allowed the existing program to establish the capacity to carry out the full functions of the Laubach Literacy model. It also established and enhanced the credibility of the program within the community. Outreach efforts were made in the court probation program, local area schools, and the greater Camp Verde area. The report is augmented by attached copies of Monitor Reports. The March 6, 1991, report indicates that five of six tutors were trained and certified, three new tutor trainees were in training, 21 persons requested assistance, 11 persons received reading instruction with tutors, and recruitment efforts included posters, flyers, business cards, newsletter, and church bulletins. Attachments to this report are a financial report, sample recruitment materials, and newsletter. The September 4, 1990, report indicates that the program was operating with four tutors and lists types of recruitment efforts and ways in which the library will support the program. (YLB)

ED 379 502 CE 068 335

Hitchens, Dawn
An Evaluation on the Outcomes of the Washington State Displaced Homemaker Program: An Assessment of DHP Graduates from 1987, 1988, 1989, 1990, 1991, and 1992.
PUB DATE- 94
NOTE- 114p.; Research conducted for Master's in Public Administration, Evergreen State College.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adult Education; *Career Choice; Career Guidance; *Displaced Homemakers; Education Work Relationship; *Employment Patterns; Goal Orientation; Graduate Surveys; *Job Training; Program Effectiveness; Program Evaluation; *Self Esteem;

children's literature; contains 58 references. (KC)

ED 379 525 CE 068 468

General National Vocational Qualifications and Progression to Higher Education.
PUB DATE- Feb 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Credentials; Employment Qualifications; *Experiential Learning; Foreign Countries; Higher Education; Prior Learning; *Student Certification; Vocational Education
IDENTIFIERS- *General National Vocational Qualif (England)

This bulletin describes the use of new qualifications, the General National Vocational Qualifications (GNVQ), which have been developed in Great Britain to qualify students for admittance to higher education through the Universities and Colleges Admissions Service (UCAS). The first part of the bulletin discusses the suitability of GNVQs as a route from school or college to higher education and describes ways in which GNVQ programs might be enhanced for progression. The second part of the bulletin offers some advice and guidance on establishing agreements, supporting progression to higher education from GNVQs, between centers offering GNVQs, and universities and colleges of higher education. Examples are provided, and a checklist for establishing a GNVQ progression agreement is included. The findings in this bulletin are derived from research undertaken by UCAS and the National Council for Vocational Qualifications with higher education institutions and further education colleges. (KC)

ED 379 526 CE 068 470

Anchorage Workplace Literacy Project. Workplace Report. May 1993-December 1994.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Dec 94
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Course Content; Education Work Relationship; Inplant Programs; *Literacy Education; On the Job Training; *Outcomes of Education; Program Effectiveness; Program Evaluation; *Program Implementation; *School Business Relationship
IDENTIFIERS- Alaska (Anchorage); *Workplace Literacy

The Anchorage Workplace Literacy (AWL) program was designed to train adult workers who have inadequate basic skills. The "Skill Books Go to Work" model developed in a previous National Workplace Literacy Program was used and modified as needed for the job-specific environments of nine business partners. Job task analyses were done at the beginning of classes to determine the literacy skills needed in the workplace of each business partner. As a result, a curriculum was developed and modified for each workplace. Although the program goal was to teach needed literacy skills to 192 employees, these skills were actually taught to 217 employees (from the 262 who

16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Behavior Rating Scales; Depression (Psychology); Family Problems; *High Risk Students; High Schools; High School Students; *Personality Measures; Personality Traits; *Prereferral Intervention; Psychological Patterns; Psychopathology; *Self Destructive Behavior; Substance Abuse

An alarming number of adolescents regularly engage in activities that place them at risk for adverse mental and physical health consequences. In addition to risk-taking behaviors, adolescent psychopathology raises concern. Research indicates that the majority of adolescents who are severely emotionally disturbed do not receive any kind of mental health care at any point during their high school years. Responding to the need for validation of a new screening instrument designed to detect at-risk adolescents, this study examined the scope and clinical utility of the Classroom Screening scale (CLASS) of the Personality Inventory for Youth (PIY). Adolescents (n=223) attending a metropolitan Detroit high school completed a variety of self-report measures, including the newly-constructed PIY, and participated in a clinical interview. Analyses included correlational data, sensitivity, specificity, predictive values, and receiver operating characteristic (ROC) curves. The data indicate that CLASS is capable of detecting adolescents at risk for a broad range of difficulties, including psychopathology, psychosocial problems, and risk-taking behaviors. Thus, CLASS may be useful as a global screening measure for clinical or research purposes involving comparable populations. (BF)

ED 379 546 CG 025 946

Stehno, Joseph J.
Pembroke Academy Freshman Advisor Handbook. 1st Edition.
PUB DATE- Aug 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Environment; Group Dynamics; *High School Freshmen; High Schools; Peer Influence; *Peer Relationship; School Orientation; *Self Esteem; *Student Adjustment; Student Attitudes; Student Characteristics; *Student School Relationship; *Teacher Role

Students entering high school as freshmen bring with them a variety of issues, problems and strengths. Often, students are uncertain about their academic abilities, their social-selves, and their chances of success in a new environment. Even freshmen with positive educational experiences and a strong sense of self-need support and guidance during this transitional year. The key element in advisement programs is the importance of personalizing the school environment for students as well as teachers. The activities in Sections 2 and 3 of this handbook, which would be conducted within the 23-minute daily homeroom period, are designed to promote involvement and communication among group members. Section 2 involves "Get Acquainted Activities" and suggests exercises activities to promote violence prevention. Contains handouts and a 44-item bibliography. (RJM)

ED 379 565 CG 026 043

McKee, Patrick W.; And Others
Suicide and the School: A Practical Guide to Suicide Prevention. Crisis Intervention Series.
PUB DATE- 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; *High Risk Students; *Prevention; Self Destructive Behavior; Self Injurious Behavior; Student Behavior; *Students; *Suicide
IDENTIFIERS- *Suicide Prevention; *Suicide Prevention Programs

This book was designed to answer the question, "What should schools do to minimize the likelihood of student suicide?" Written by professionals representing the fields of law, psychology, and education, the legal portion of the book addresses the issue of what should be done, the psychological section on what is to be done, and the educational part on how it is all to be accomplished. The book has a three-fold purpose: (1) explain the legal obligations of educators and educational institutions for student suicide; (2) proceed from this foundation to an explanation of how these legal obligations can be discharged in a psychologically sound manner; and (3) explain how educators and educational institutions can implement these legal and psychological principles in the school. Although the topics have a strong theoretical grounding, the material is intended primarily for parents, educators, school psychologists, nurses, counselors, and social workers. It provides specific direction on how to avoid, and, if necessary, how to cope with student suicide. It delineates a catalog of basic elements and assignments for a comprehensive school suicide program, including a detailed protocol for intervention. The recommendations contained in this book stem from years of counseling and advising schools throughout the country on student suicide. (RJM)

ED 379 566 CG 026 044

Field Hearing on the Drug-Free Schools and Communities Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (Chadron, NE, June 19, 1993).
PUB DATE- 94
NOTE- 96p.; Serial No. 103-470.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Drinking; Drug Abuse; *Drug Legislation; Drug Use; Elementary Secondary Education; *Federal Legislation; Hearings; *Laws; Legal Responsibility; *Rural Areas; Rural Environment; Rural Population; Rural Schools; *Substance Abuse
IDENTIFIERS- Committee on Education and Human Resources; *Drug Free Schools and Communities Act 1986; Nebraska; South Dakota; Wyoming

Good, E. Perry
Helping Kids Help Themselves.
PUB DATE- 92
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Behavior Development; Child Development; *Child Rearing; Children; Elementary Secondary Education; *Parent Child Relationship; *Parenting Skills; *Parent Materials; Self Control; *Self Efficacy; Self Esteem; Teacher Responsibility

This book explains how many of the behaviors that adults use to "help" kids are, at best, ineffective and, at worst, destructive to the adults' relationships with children. Adults traditionally believe that external cues prompt correct behavior--the premise of stimulus-response psychology. However, the ideas discussed here revolve around the principle that people exhibit purposeful behavior and are internally motivated. Therefore, adults cannot force kids to be responsible and independent, but they can help children move in this direction. Adults can teach self-evaluation and how to assess life's direction. Parents, teachers, and counselors must learn how to use the techniques of informing, encouraging, and recognizing so as to put the "self" back in self-esteem and to encourage responsibility. Each chapter, amply illustrated with cartoon birds who portray adults and kids, focuses on a concept designed for empowering kids. The book introduces the problem and then offers a definition of what constitutes solutions. Subsequent chapters explore different strategies, such as creating involvement, exploring the perceptual system, accessing the quality world, learning self-evaluation, and choosing a new attitude. Suggestions for further reading appear at the end of the book. (RJM)

ED 379 586   CG 026 090

Collins, Carla B.
Hardiness as a Stress Resistance Resource.
PUB DATE- 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Coping; Daily Living Skills; Elementary Secondary Education; Maturity (Individuals); *Self Efficacy; Self Esteem; Social Desirability; *Stress Management; Stress Variables; Student Behavior
IDENTIFIERS- *Hardiness; New York (New York)

One of the most important stress resistance resources emerging from research in adults has been the hardy personality (Kobasa, 1979). Identification of such a personality characteristic in young adults would provide some understanding of how some individuals emerge from a period of instability and change with the skills that help them adapt in a variety of social situations. Therefore, this study was designed to assess the effects of stress and hardiness in an adolescent population.

Thinking Relationship

Student-professor conferencing and students' increased self-reflection are two of the unexpected benefits of portfolio assessment. While self-reflection is a key component of meaningful conferencing, it is also clearly evinced in the students' rationale statements. These written reflections address the relevance of students' work to course outcomes. However, students are not accustomed to being asked to be reflective about course work. To assuage student anxiety about the reflective process, they should be reminded that reflection is part of everyday life. A literacy history simply details a person's reflections on his or her emergence into literacy, chronicling its development from earliest memory to present day. Such a process personalizes the learning experience. After using 100 literacy histories as a writing assignment, a professor arrived at the following findings: (1) All of the students chose to openly create their literacy histories; their reflections were documented with various artifacts from their past; (2) 96% of the students reported favorable memories of their emergence into literacy; (3) all of the students wrote about experiences with teachers--42% positive, 44% negative; and (4) 67% wrote about negative experiences with tracking. The implications of this study suggest that literacy histories encourage preservice teachers to reflect upon their past. Further, the performance-based aspect of this activity offers information that will help professors to improve curriculums. Contains eight references. (TB)

ED 379 605 CS 012 003

Afflerbach, Peter P.; Moni, Karen
Legislators, Reporters, and Reading Assessment. Reading Research Report No. 31.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Legislators; *News Writing; *Policy Formation; *Reading Achievement; Reading Research; *Response Rates (Questionnaires)
IDENTIFIERS- *Congress; Educational Issues; *Journalists

A study aimed to examine how reading assessment information is understood and used by two powerful groups: federal legislators and members of the news media. Attempts were made to contact federal legislators on educational subcommittees to discuss how they used reading assessment information to make legislative policy decisions and to vote on education legislation. Education reporters were asked to describe their understandings and uses of reading assessment data in writing news stories. No response whatsoever was received from 25 (60%) of the legislators (United States Senators or Representatives), and only 2 legislative aides participated. This represented a participation rate of less than 5%. Only 3 of 17 education reporters participated, and 14 (82%) did not respond to repeated requests. While the response rate to repeated requests for information was low, the interview data describe: (1) five participants' varied knowledge of reading assessment; (2) the diverse types and sources of reading assessment information used by participants; and (3) how reading assessment information is used in government and the media. A central finding was the emerging narrative of a lack of response and a present 52 reproducible forms; 24 letters to parents, newsletters, and charts; a list of approximately 425 works of children's literature; and a list of 150 professional resources. (RS)

ED 379 624 CS 012 023

Barbieri, Maureen
Sounds from the Heart: Learning To Listen to Girls.
PUB DATE- 95
NOTE- 284p.; Foreword by Myra Sadker.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; *English Instruction; *Females; Grade 7; Junior High Schools; *Listening Skills; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- Communication Behavior; *Critical Listening; Response to Literature

Describing a teacher's struggle to help her seventh-grade students reach their full potential, this book is about girls--their learning, their social dilemmas, and their dreams, hopes, and fears. The book reveals the obstacles the teacher faced and how her students collaborated with her to become curriculum builders as they explored issues such as duplicity, vengeance, and homophobia in their literature, their writing, and their talking. Chapters in the book are: (1) Introduction: Learning to Listen; (2) Sometimes I Wish: Figuring Out What Matters Most; (3) Listening Harder: Echoes from the Island; (4) The Curious Ballast: Why We Read Books; (5) Dissonance and Harmony: Talking Things Over; (6) Making Room for Truth: Lessons of Little Tree; (7) A Real Conversation; (8) A Place for the Genuine: Living with Poetry; (9) Let's Remember: Stories of Our Lives; (10) Things Worth Doing: Forging New Connections; (11) Celebrating Possibilities: A Valuable Experiment; and (12) What Matters Most: Loving What We Love. An epilogue (Vigilance Renewed) concludes the book. A suggested reading list developed by the students and lists of poetry, memoirs, memoir resources, and female protagonists in seventh graders' reading choices are attached. (RS)

ED 379 625 CS 012 024

Gibson, Rich
Paulo Freire and the Contradictions of Literate Democracy.
PUB DATE- 2 Dec 94
NOTE- 12p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Democracy; *Democratic Values; Higher Education; Ideology; Literacy; *Literacy Education; *Political Power; Politics
IDENTIFIERS- Equality (Social); *Freire (Paulo); *Literacy as a Social Process

Democracies of both the East and the West function in a world depression that began 20 years ago and has grown uninterruptedly. Overlaying the economic crisis is the fact self-correction form are attached.) (RS)

ED 379 646 CS 012 054

Quist, Sheila
The Effect of Using Graphic Organizers with Learning Disabled Students To Increase Comprehension.
PUB DATE- Apr 95
NOTE- 41p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; Grade 5; Instructional Effectiveness; Intermediate Grades; Learning Disabilities; Novels; *Reading Comprehension; *Reading Improvement; Reading Research
IDENTIFIERS- *Graphic Organizers

A study determined if there would be any significant difference in comprehension test scores when learning disabled students were instructed with and without graphic organizers while reading novels. Subjects were five male fifth-grade learning disabled students reading on the fourth-grade level, who came from the same middle-class suburban school and background. Students read two teacher-selected novels--the first novel was read without the use of graphic organizers, and the second novel was taught using graphic organizers. Subjects were asked a set of teacher generated comprehension questions. Results indicated that the use of graphic organizers increased comprehension when used with learning disabled students. (Contains 17 references and 1 table of data. Sample tests and sample graphic organizers are attached.) (RS)

ED 379 647 CS 012 055

Caldarola, Colleen M.
Women's Roles in Basal Readers.
PUB DATE- Apr 95
NOTE- 36p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Attitude Change; *Basal Reading; *Characterization; Content Analysis; *Females; Grade 3; Primary Education; *Reading Materials; Reading Research; *Sex Role; *Sex Stereotypes
IDENTIFIERS- Text Factors

A study examined six third-grade basal readers (from the years 1969, 1986, and 1993) to determine whether there has been a significant change in the portrayal of women characters throughout the years. Results: (1) showed more female main characters in the 1993 textbook sampled than in the textbooks from earlier periods; (2) found that female characters were more active (than passive) subjects in the stories; (3) showed significant change in the roles/activities of the female characters; and (4) found that the number of female versus male biographies in the readers became more equitable. (Contains a table of data and 22 references. Appendixes present guidelines for eliminating sex stereotypes in published materials, and a list of books most frequently read aloud in kindergaraten through sixth grade, noting the sex of main protagonists.) (SR)

ED 379 648 CS 012 056

Maimon, Lia F.

Communication; Higher Education; *Language Attitudes; *Language Processing; *Listening; Speech Communication
IDENTIFIERS- *Connotations; *Critical Listening; Galvanic Skin Response; Words

The bare fact is that the speaker's words are nothing until the listener gives them meaning. The denotation of a word is developed through association with other words. The connotation is the more difficult concept to establish for the critical/comprehensive listener studying word meaning. The common explanation is that "connotation refers to the feelings or evaluation associated with a word." What "feeling" and "evaluation" mean, however, escapes the student. One excellent way of developing the concept "word connotation" is through a biofeedback experience with an instrument called the Galvanic-Skin Response Meter or an "Electrodermography (EDG)/Skin Conductance Instrument." An unsophisticated model may be purchased for $350. This experiential method of teaching should begin with the teacher's informing the students that connotation is developed through real and vicarious experiences of the word's referent and the referent's association with the senses and imagination of the communicator; people actually form physiological responses to concepts created in their minds through their senses or through words. In the exercise, one student is hooked up to the machine in such a way that he or she cannot see the indicator that the rest of the class will be watching. The instructor then mentions a series of words, some of which, like "rat," "bat," or "cockroach," elicit more of a response than others. The instructor explains that the indicator does not distinguish between positive and negative responses; rather it merely indicates which words carry the strongest connotations, good or bad. This exercise demonstrates that a mental concept creates a physiological response. The critical/comprehensive listener needs to be aware of how word meanings are developed in our minds and how we respond to these concepts. (TB)

ED 379 667 CS 214 738

Arizona Statehood Day Creative Writing Contest, 1994.
PUB DATE- 21 Feb 94
NOTE- 59p.; For 1993 Contest, see ED 356 476; for 1991 Contest, see ED 356 474.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Collected Works - General (020)
DESCRIPTORS- *Creative Writing; *Descriptive Writing; *Poetry; Prose; Secondary Education; Student Writing Models
IDENTIFIERS- *Arizona; Writing Contests

This anthology presents the creative writing of students in grades 7-12 discussing "Arizona treasures" and celebrating Arizona Statehood Day in 1994. The 36 poems and short descriptive pieces were chosen from over 1,000 entries from students in schools around Arizona. Entries in the anthology are grouped by grade level--grades 7-8, 9-10, and 11-12. (RS)

ED 379 668 CS 214 739

Thomas, Linda A.
A Process of Metamorphosis: Changing Children's Attitudes toward Writing.
PUB DATE- May 92
NOTE- 58p.; Exit Project CIRL 627, William Paterson College.
LANGUAGE- English

IDENTIFIERS- Canada; United Kingdom

Noting that language study (one leg of the traditional English tripod of language, literature, and composition) has received mixed attention internationally and is almost forgotten in North America, this paper presents a rationale for researching language awareness and three instruments that can be used in such research. The paper begins with definitions of "language awareness," and then discusses the attention given to language awareness in the United Kingdom and in Canada. The paper then discusses a language awareness study in progress. Contains 19 references. Teacher interview questions, a teacher questionnaire, a student questionnaire, and a student questionnaire with suggested answers are attached. (RS)

ED 379 687   CS 214 760

Sorensen, Marilou R., Ed.; Lehman, Barbara A., Ed.
Teaching with Children's Books: Paths to Literature-Based Instruction.
PUB DATE- 95
NOTE- 281p.; A project of the NCTE Committe on Literature-Based Language Arts Instruction in Elementary and Middle Schools.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- *Childrens Literature; Classroom Environment; Elementary Education; Integrated Curriculum; Interdisciplinary Approach; *Language Arts; Literature Appreciation; Middle Schools; *Reading Instruction; *Reading Material Selection; Teacher Role; *Thematic Approach; Theory Practice Relationship; Whole Language Approach; Writing Instruction
IDENTIFIERS- Response to Literature; Trade Books

Pointing out that understanding, considering, preparing, modeling, teaching, collaborating, assessing, and supporting are steps along the path to using literature in the classroom, the essays in this book provide a solid background for those teachers who are considering making the transition to literature-based instruction in their classrooms. Essays and their authors are: (1) "Questions of Definition" (Glenna Sloan); (2) "Perspectives on the Use of Children's Literature in Reading Instruction" (Mary Jo Skillings); (3) "The Literature-Based Movement Today: Research into Practice" (Barbara A. Lehman); (4) "Journey from Hypocrisy: The Teacher as Reader Becomes a Teacher of Readers" (Donna Peters); (5) "Children's Literature, Language Development, and Literacy" (Virginia G. Allen); (6) "Literary Characters Who Write: Models and Motivators for Middle School Writers" (Sharon Kane); (7) "The Power of Story and Storying: Children's Books as Models" (Karla Hawkins Wendelin); (8) "Decisions about Curriculum in a Literature-Based Program" (Patricia R. Crook); (9) "Teaching with Literature: Some Answers to Questions That Administrators Ask" (Jean McCabe); (10) "Developing a Teaching Guide for Literary Teaching" (Marilou R. Sorensen); (11) "The Different Faces of Literature-Based Instruction" (Barbara A. Lehman); (12) "A Literary Studies Model Curriculum for Elementary Language Arts Programs" (Jill P. May); (13) "Self-Selected Books of Beginning Readers: Standing before the Smorgasbord" (Mary Jo Fresch); (14) "Thematic Units: Integrating the Curriculum" (Sylvia M. Vardell); (15) "Making the Move from Basals to Trade Books: Taking the Plunge" (Patricia L. Scharer); (16) "Teaching and Learning Critical Aesthetic Responses to Literature" (Patricia J. Cianciolo); (17) "Guiding

The 85 readings gathered in the book (60 of which are new to the fourth edition) give students adequate information for writing about a variety of topics. Readings in the book are drawn from the fields of biology, business, education, history, journalism, law, literature, political science, psychology, public health, and sociology. Part 1 introduces students to the basic principles of argumentation they need to analyze the arguments they read and to compose arguments of their own. Part 2 discusses the evaluation, annotation, paraphrase, summary, synthesis, and documentation of texts. Part 3 presents sources for arguments on the topics of gun control, AIDS in the workplace, sexual harassment, immigration, culture and curriculum, freedom of expression, and literary criticism. Part 4 presents some classic arguments, including Jonathan Swift's "A Modest Proposal," Karl Marx's and Friedrich Engels' "Communist Manifesto," and Martin Luther King, Jr.'s "Letter from Birmingham Jail." Part 5 discusses how to find sources in a library. The book contains 13 essays written by students which respond to sources reprinted in the book. A glossary of terms is attached. (RS)

ED 379 705 CS 508 824

Allen, Mike
Research Productivity and Positive Teaching Evaluations: Examining the Relationship Using Meta-Analysis.
PUB DATE- Feb 95
NOTE- 46p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; Departments; Higher Education; Meta Analysis; *Productivity; *Publish or Perish Issue; *Research; *Speech Communication; Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Effectiveness
IDENTIFIERS- Educational Issues

Arguments about trade-offs existing between teaching and research affect much of the communication discipline as scholars engage in arguments about the future directions of departments. A study summarized more than 40 quantitative studies and found a small heterogeneous positive correlation between teaching effectiveness and research productivity. Positive teaching evaluations correlate with increased research productivity. While the finding should not be interpreted as direct evidence of any causality between the variables, the evidence points to an association that deserves consideration. While the correlation is small, the association remains positive, suggesting that research productivity does not necessarily contradict efforts at quality teaching. The finding warrants a more thorough understanding of those features associated with both increased research productivity and positive teaching evaluations. Building a strong and effective communication department requires that the philosophical underpinnings take into account the requirements and potential trade-offs between research productivity and teaching effectiveness. Contains 4 notes, 120 references, and 3 tables of data.) (RS)

ED 379 706 CS 508 825

Allen, Mike; Bourhis, John

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Evaluation Methods; Higher Education; *Interpersonal Communication; *Nonverbal Communication; *Self Evaluation (Individuals)
IDENTIFIERS- *Communication Behavior; *Vocal Qualities

Noting that nonverbal communication classes rarely teach students to analyze their own nonverbal communication behavior, this paper presents five class activities that provide students with objective measures of their nonverbal selves. The exercises in the paper allow students to analyze their vocalics, facial kinesics, dress, and appearance. Every activity requires students to have others anonymously assess their behavior. Course instructors may assign a final paper which allows students to process and synthesize information gained through the class activities in the paper. (RS)

ED 379 724 CS 508 847

Witter, Stephen D.; And Others
Immediate Computerized Feedback in the Evaluation of Undergraduate Public Speaking: Development of the Computerized Competent Speaker Evaluation System and Testing of Its Viability and Efficacy.
PUB DATE- Nov 94
NOTE- 74p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Communication Skills; *Computer Assisted Testing; *Evaluation Methods; *Feedback; Higher Education; Program Effectiveness; *Public Speaking; Q Methodology; Reliability; Student Attitudes; *Student Evaluation; Undergraduate Students
IDENTIFIERS- Technology Integration

A study determined the viability and effectiveness of the Computerized Competent Speaker Evaluation System. A total of 659 comments made by undergraduate students about the paper version of the Competent Speaker Speech Evaluation Form were subjected to two Q sorts. The 635 comments that emerged were incorporated into the evaluation system during its development. Subjects were taken from four recitation sections (each with 15 to 20 students) of an introductory public speaking course. Speeches made by the students in two control groups were evaluated with the traditional handwritten method using the printed version of the speech evaluation form. Speeches of students in the two experimental groups were evaluated with the computerized version of the form. Graduate teaching assistants evaluated the speeches. Results were invalid since raters scored speeches considerably differently. Results of a posttest questionnaire of students indicated that they perceived the system to be viable and efficacious. Analyses of a journal kept during the test period and of posttest interviews with the graduate teaching assistants using the system provided additional insights into the computerized evaluation system. Findings suggest that the system is viable, but the system's effectiveness is not yet established due to problems of low interrater reliability. (Contains 23 references and 5 tales of data. Evaluation forms, criteria for use of forms, sample screens from the computerized systems, a sample printout, and cost estimates for the computerized systems are attached. (RS) "teaching religion" to students and "teaching about religion" to students. The book offers a new approach to conflicts over values and religion in the public schools, an approach rooted in the civic agreement shared by citizens across their differences. Following the introduction, chapter 2 contains a summary of the 1988 Williamsburg Charter, which reaffirms the importance of the First Amendment religious-liberty principles--rights, responsibilities, and respect. Chapter 3 provides a historical overview of religious liberty in American life, the contemporary perspective, and the new challenges of exploding pluralism. The fourth chapter examines the relationships among the Supreme Court, religion, and public education, with a focus on the Establishment Clause and the Free Exercise Clause. Chapter 5 outlines strategies for building common ground, based on the civic framework provided by the First Amendment. Questions and answers about the role of religion in the public school curriculum are offered in the sixth chapter. Chapter 7 provides a rationale and guidelines for teaching about religion. Chapters 8 and 9 offer resources for teaching about religion in U.S. history and world history. Guidelines for dealing with various religious holidays in the public schools are provided in the 10th chapter. Chapter 11 contains questions and answers about equal access and the public schools, and chapter 12 outlines resources and strategies for translating an interest in character education into a plan of action. Appendices contain a copy of the Williamsburg Charter and samples of school district policies. (LMI)

ED 379 744   EA 026 473

Gaustad, Joan
Nongraded Education: Overcoming Obstacles to Implementing the Multiage Classroom. Special Issue.
PUB DATE- 94
NOTE- 97p.; Prepared in cooperation with the ERIC Clearinghouse on Educational Management.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Continuous Progress Plan; Cooperative Learning; Educational Environment; Educational Finance; *Educational Innovation; Elementary Secondary Education; Instructional Improvement; *Mixed Age Grouping; *Nongraded Instructional Grouping; *Nontraditional Education; *School Support; Teacher Effectiveness

This issue of the OSSC Bulletin explores problems encountered in implementing a closely associated group of educational innovations whose adoption has become increasingly common in recent years. This "family" of organizational and instructional practices includes non-age-graded organization, mixed-age grouping, developmentally appropriate practices, continuous-progress learning, integrated or thematic instruction, and cooperative learning. Data were gathered from a review of literature and 10 telephone interviews conducted with teachers and administrators. Chapter 1 surveys the theoretical base for nongraded education and for common nongraded practices and program configurations, focusing on areas in which controversy exits or research evidence is incomplete. It also shows how ignorance of the change process can affect implementation. Chapter 2 explores misunderstandings that often sabotage nongraded practices, and how these misunderstandings develop, and suggests actions that can be taken to reduce them. The third chapter examines the ways inadequate practical skills lead to failure and discusses effective ways for teachers to undertake the grantseeking process. Chapter 1 cautions against the "shotgun" approach to grantseeking and describes the reasons for and basic rules of grantseeking. Chapter 2 outlines a successful proactive strategy, which begins with selection of the problem to be addressed. Chapters 3-5 offer guidelines for organizing a voluntary grants advisory group, developing a motivating and compelling needs statement, and generating several possible solutions. A decision matrix in chapter 6 helps locate the funder best suited to the project's needs. Information on the grants marketplace is also offered. Chapters 7-10 provide step-by-step tactics for researching potential funders, making preproposal contact, formulating objectives, and developing a project planner. Strategies for developing, improving, and submitting a federal grant proposal are described in the 11th and 12th chapters. Chapters 13 and 14 explain how to write, improve, and submit proposals for foundation and corporate funding. The final chapter describes followup strategies to be taken upon acceptance or rejection of the proposal. Thirty-eight figures and an annotated list of resources are included. (LMI)

ED 379 763 EA 026 506

Greene, Brad
New Paradigms for Creating Quality Schools.
PUB DATE- 94
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Communication; Cooperative Learning; *Educational Cooperation; *Educational Environment; *Educational Quality; Elementary Secondary Education; Learning Strategies; Organizational Development; Self Esteem; Self Evaluation (Individuals); Self Motivation; *Student Motivation

The Quality Schools movement combines the principles of control theory with Edward Deming's principles of total quality management. The outcome is a school environment in which the focus is on quality work, discipline is maintained without coercion, and students continuously evaluate their own work. This book describes the application of Quality Schools principles in several schools across the nation. The first nine chapters explain the key paradigm shifts that occur in the transformation to a quality school. Following the introduction, chapter 2 describes teaching strategies that involve students. Chapter 3 discusses ways to promote internal, rather than external motivation. Strategies to help students learn individual responsibility for their feelings and behaviors are presented in the fourth chapter. Chapters 5, 7, 8, and 9 offer suggestions for building teamwork and cooperation, developing trust, avoiding the assignment of blame and finding win-win solutions, and teaching students how to evaluate their own work. The sixth chapter introduces administrators to the "lead management" concept of "power with," which contrasts with the "power over" perspective of "boss management." Other significant paradigm shifts that occur in the change process are discussed in the final chapter. Eleven figures, a list of participating schools, and references and recommended readings are included. (LMI) relationships. It identifies the critical dimensions of departmental transformation and describes the results as implemented in new models of program purpose, design, teaching, research, and assessment. Data were collected through structured interviews and reviews of critical-incident reports, personal reflective statements, and narrative writings. Data indicate that the change process resulted in: (1) an increased sense of faculty ownership; (2) deepened interpersonal understanding and regard; (3) an enhanced sense of participation in collaborative learning community, which deepened professionalism and enhanced performance; (4) an expanded awareness of individual interests and increased willingness to shared resources and ideas; (5) the articulation of a shared desire to become less traditional; (6) transformation of program design, teaching methods, and assessment models; and (7) an increase in instances of collaboration. In conclusion, deliberate action informed by research and fueled by shared commitment can shape new departmental norms, values, and purpose. Departmental community building can lead to higher levels of professional development and new standards of program excellence. Contains 10 references. (LMI)

ED 379 783   EA 026 530

Natriello, Gary; Collins, Morgan
Necessary but Not Sufficient: The Quality Education Act and At-Risk Students.
PUB DATE- Oct 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Educationally Disadvantaged; Elementary Secondary Education; Equal Education; *High Risk Students; Minority Groups; School Districts; Socioeconomic Influences; *Special Needs Students; *State Aid; *State Programs
IDENTIFIERS- *New Jersey

In March 1991, New Jersey's school finance reform law, The Quality Education Act, targeted 287 million dollars to 30 school districts with high proportions of at-risk students. This paper presents findings of a study that examined how 11 districts in New Jersey utilized state resources to meet the needs of their at-risk students. Five were classified as special-needs districts, two as moderately wealthy, and four as highly wealthy. Methodology involved analysis of census data and school district reports and a series of interviews conducted with key district leaders and school-based personnel. Findings indicate that great disparities existed between conditions in special-needs districts and other districts. Special-needs districts demonstrated a higher incidence of disadvantaging characteristics, such as poverty, less educated adults, minority groups, and student participation in free- and reduced-lunch programs. Staff who were asked to estimate the at-risk population tended to understate the differences between special-needs districts and other districts. In both special-needs and non-special-needs districts, the largest number of special programs were developed to meet academic needs. However, a high proportion of the programs in special-needs districts addressed students' social needs. Overall, the additional resources for special-needs districts appear to have created new program activity to meet the needs of at-risk students. However, the real question is whether these districts are in a position to offer the kind and intensity of programs education authorities consider the following measures to ensure that any choice policies are aligned with educational and other objectives: (1) intervention to create choices for educationally underserved groups; (2) active diversification of educational supply; (3) measures to improve the supply of chosen options; and (4) clear criteria for schools' choice of pupils. The second part provides an overview of developments in each of the six countries, highlighting their unique national contexts. Sixteen case studies from the six countries, France, and Denmark, are presented in part 3. The first five cases examine how choices are made and how schools compete in specific local areas. The next five cases illustrate policies that increase the diversity of schools. Of the remaining six cases, three describe policies to open up school choice in the public sector, two examine subsidies for private schools, and one looks at initiatives to make choice a community matter. Seven tables and four figures are included. (LMI)

ED 379 802 EA 026 557

McCoy, Mary Helen S.
Leadership: Perspectives from Practice.
PUB DATE- Jan 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; Educational Change; Elementary Secondary Education; *Leadership; *Leadership Styles; Organizational Development; Participative Decision Making

This paper examines qualities of effective school leadership that are critical to successful educational change. The first part explores various definitions of leadership, discusses the concept of leadership versus management, and describes the challenges that school leaders face. The paper then draws on data collected from interviews with four experienced and recognized school leaders to highlight the critical issues for educational leadership today. Several factors that foster the effective leadership necessary to adaptive educational change are identified. The leaders utilized a team approach to school leadership; balanced management skills with visionary leadership; and strove to minimize bureaucratic and other structural constraints. They reported that educational change was hampered by a lack of participative decision making, team leadership, professional development, and teacher empowerment. Time constraints, parental apathy, and external social problems were also major barriers. One table is included. Contains 21 references. (LMI)

ED 379 803 EA 026 560

Layman, Nancy S.
Sexual Harassment in American Secondary Schools: A Legal Guide for Administrators, Teachers and Students.
PUB DATE- 94
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

components of sessions or mnemonics. However, the students did retain more total world geography facts using mnemonics than lecture. The study also found that statistical analysis can be effectively conducted on a single-subject inquiry to provide results that are more powerful and generalizable than graphic results. (JDD)

ED 379 821 EC 303 694

Brennan, Mark; Brennan, Roslin
Cleartalk: Police Responding to Intellectual Disability.
SPONS. AGENCY- Criminology Research Council, Canberra (Australia).
PUB DATE- 94
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights; *Communication Problems; Communication Skills; Foreign Countries; Individual Needs; Inservice Education; Law Enforcement; *Mental Retardation; *Police Action; *Police Community Relationship; *Police Education; Program Development; Questioning Techniques; Social Attitudes; Training
IDENTIFIERS- Australia (New South Wales); *Cleartalk

The Cleartalk project was developed in New South Wales (Australia) to help police respond to the communication needs of people with intellectual disabilities. Section 1 presents "The View from the Street: A Working Knowledge of Intellectual Disability," which discusses how individuals with intellectual disabilities are denied their right of access to the law and its processes due to communication problems. It also discusses the issues of isolation and devaluation, trust and conditioning, lack of education within the criminal justice system concerning people with intellectual disabilities, and police protocols for dealing with hidden disabilities. Section 2 adopts working premises about police work, communication, and people with intellectual disabilities; reviews police responses to a questionnaire revealing different perceptions of intellectual disability; discusses educational implications for police; and outlines a recommended procedure for assessing the communicative effectiveness of individuals with intellectual disabilities. Section 3 presents Cleartalk training modules on the impact of intellectual disability on the individual, recognizing that an individual has an intellectual disability, techniques for questioning the individual, assessing communicative effectiveness, and responsive policing. A bibliography of approximately 100 items and a copy of a promotional brochure complete the report. (JDD)

ED 379 822 EC 303 695

Karcher, Christopher Robb
Post-Traumatic Stress Disorder in Children as a Result of Violence: A Review of Current Literature.
PUB DATE- May 94
NOTE- 59p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Doctoral Dissertations (041)

develop the following competencies: (1) identify critical transitions for families with young special needs children; (2) summarize roles of the child, family, sending school, and receiving school in the transition process; (3) describe and discuss components of a transition model; (4) list and summarize local issues; and (5) design a community transition plan. The training workshops involve discussion, mini-lecture, large and small group activities, self-awareness activities, and audiovisual aids. Numerous handouts, overhead transparency originals, and supplemental materials are provided. These include a questionnaire on transition for administrators, teachers, and therapists; a questionnaire on transition for parents; types of transitions; sample timelines; an "overlapping circles" transition model; effectiveness indicators; and a facilitator's guide. (JDD)

ED 379 841 EC 303 714

Parham, Patricia; McMahon, Patricia
Infusing Family-Centered Practices into Agency Administration. Project Ta-kos.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 94
NOTE- 37p.; For related documents, see EC 303 710-715.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agency Cooperation; Early Childhood Education; *Family Involvement; Governance; *Human Services; Institutional Advancement; Personnel Management; *Program Administration; *Program Content; Program Development; Program Evaluation; *Self Evaluation (Groups); *Special Needs Students; Staff Development; Young Children

This self-study manual for program administrators serving young special needs children and their families gives an overview of agency administration from the perspective of a family-centered approach. The areas of agency administration include: (1) family-centered philosophy and sound management practices; (2) governance; (3) mission; (4) development; (5) operations; (6) policy and personnel; (7) job descriptions and staff development; (8) program evaluation; and (9) community relationships. The manual contains self-evaluation forms for assessing how holistic the program's management practices are, where families fit in the program's governance structure, how the mission statement reflects family-centered principles, how development activities support the agency's philosophy, how agency operations demonstrate family-centered principles, how personnel policies are family-centered, how staff are identified and supported, where data are obtained on how well the program works for families, and what the program's community relationships are. (JDD)

ED 379 842 EC 303 715

Askew, Linda; And Others
Project Ta-kos Outreach. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 15 Jan 95
NOTE- 242p.; For related documents, see EC 303 710-714.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.

developmental theory, behavioral theory, metacognitive theories, and psycholinguistic theory; (3) remediation of and skills in reading, spelling, written language, mathematics, affective skills, physical education, and learning strategies; (4) forms of learning compensation in language, mathematics, socioemotional and behavioral skills, and cognitive strategies; (5) enrichment and content in the areas of literature, writing, and communication, mathematics, science and computers, visual arts and performing arts; and social sciences, business, and economics; (6) the assessment process, including regulations, descriptions of types of assessment, and sample checklists and assessment forms; (7) establishing the quality of assessment in content areas, learning processes, and transition; (8) detailed descriptions of 15 Wisconsin programs and less detailed information about efforts in other states; and (9) recommendations for creating a collaborative school. Appendices discuss resources, Wisconsin LD eligibility criteria, the multidisciplinary team process, Individualized Education Programs, preventing inappropriate referrals of language minority students to special education, transition services, sample learning style and strategies questionnaire, and sharing resources. (Each chapter contains references.) (JDD)

ED 379 860 EC 303 733

Billingsley, Bonnie S.; And Others
Improving the Retention of Special Education Teachers. Final Report. RTI Project 5168.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Jan 95
NOTE- 548p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; *Disabilities; Elementary Secondary Education; Faculty Mobility; Job Satisfaction; Long Range Planning; Quality of Working Life; Research and Development; *Special Education Teachers; Strategic Planning; Teacher Alienation; *Teacher Attitudes; Teacher Burnout; *Teacher Morale; *Teacher Persistence; Teaching Conditions
IDENTIFIERS- *Memphis City Schools TN

A 3-year research and development project examined ways to improve the retention of special education teachers in the Memphis (Tennessee) City Schools. Several individual studies identified sources of dissatisfaction with teaching and the conditions that would encourage career longevity among teachers. Responses from 470 special education and general education teachers who left their teaching positions from 1990 to 1993 were analyzed and in-depth interviews were conducted with 60 of these "exiters." Attrition rates were 5.8 percent to 7.9 percent per year for special educators and 4.6 percent to 5.8 percent for general educators. In deciding to leave, 51.5 percent of special education exiters and 23.2 percent of general education exiters gave "dissatisfaction with assignment" as an important reason for leaving. The study identified four personnel areas as the focus for strategic planning: (1) school climate and conditions; (2) working conditions of school personnel; (3) relationships within the school among all programs and personnel; and (4) personnel employment, assignment, and professional development policies and practices. Individual chapters of this report address: introductory material; attrition rates; the screening study;

PUB DATE- Jan 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aging (Individuals); Art; *Creativity; Creativity Research; Foreign Countries; *Individual Development; *Older Adults; Validity
IDENTIFIERS- *Lehman (Harvey)

The lives and work of many distinguished artists support the claim that, far from being a period of decline, later life can be the high point of creativity. Evidence from both the visual and written arts would appear to challenge the research of Harvey Lehman, whose 1953 study "Age and Achievement" claimed that artists produce their best paintings while in their thirties. Lehman's analysis is fraught with two problems. First, he fails to consider the early ages at which many of the artists he studied died. Second, the process of determining which works represent an artist's best creative achievements is inherently subjective. This is particularly evident in Lehman's analysis of the careers and works of Titian and Rembrandt. When these two problems are taken together, it can be concluded that high creativity is as ordinary a part of later life as it is of any other part of life and that, in certain cases, later life seems to mark a high point of quality. The question of why the late period of life often brings forth high creativity has been the subject of much speculation; however, no definitive answer has been formulated. (Contains 23 references. Appended is a list of 44 artists along with their ages when they produced their major works and their ages at death.) (MN)

ED 379 408 CE 068 012

Hartill, Graham
Creative Writing: Towards a Framework for Evaluation. Occasional Papers Series: No. 4.
PUB DATE- Oct 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Students; *Continuing Education; *Creative Writing; Foreign Countries; Pilot Projects; Questionnaires; *Student Attitudes; *Student Educational Objectives; Student Evaluation; *Writing Instruction
IDENTIFIERS- *Scotland (Edinburgh)

A pilot project evaluated the learning experience of adults taking one of seven creative writing courses in Edinburgh, Scotland (five courses run by Edinburgh University's Centre for Continuing Education and two run by Lothian Region Community Education). Data were obtained from a survey completed by 45 students (of 87 students receiving questionnaires) and from semistructured interviews with 13 of the course participants. Twenty-six students reported having previously attended a creative writing course/workshop. Reasons for deciding to attend a creative writing course varied widely and included the following: learn skills and techniques, develop discipline, general interest, assess one's own writing ability, share work with others, and get encouragement. Seventeen respondents cited venue/time of class as their main reason for attending their particular course, and 20 respondents were simultaneously attending another writing group/workshop. When asked what enterprises, schools, and workers have established the following: (1) employees consistently identify deficits in employees' behavioral skills as the primary cause of poor job performance; (2) efforts to bolster students' academic skills through high school reform are worthwhile, but it must be remembered that education must impart more than basic skills; and (3) the workplace rewards workers who possess work-related behavioral skills and attitudes. Educational legislation and policy must address these concerns through the following actions: (1) encourage the fostering of behavioral skills through legislation focusing on the connection between school and work; (2) use work-based learning programs and appropriate classroom techniques to foster development of attitudes and behaviors that translate well in work environments; and (3) investigate which work-related attitudes and behaviors are most important for success in the workplace. (MN)

ED 379 428 CE 068 136

Seguin, Armand
Using the Internet in Professional Development.
PUB DATE- Dec 94
NOTE- 16p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Electronic Mail; *Professional Development; Secondary Education; *Teacher Improvement; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Internet

This document contains ideas and information regarding using the Internet in the professional development of vocational education teachers. Presented first is basic information about what the Internet is and its value as a tool for professional development (including its role as a vehicle for accessing the ERIC database, taking online classes, and communicating with other educators and schools). The types of information available through the Internet are listed and the following major Internet features/systems are described: electronic mail, file transfer protocol, the Gopher interface, Telnet method of connecting to other computers while on the Internet, Usenet news groups, and the World Wide Web (WWW) graphical method of linking information. Explained next are procedures for getting on the Internet and locating addresses or networks on the Internet. The next several sections provide more detailed information regarding USENET groups, Gopher, and the WWW. Listed in the final section are 26 possible ways of using the Internet in vocational-technical education, including the following: sharing curricula, advertising job openings, disseminating school-to-work concepts, conducting online forums, connecting to employers, disseminating research and information, engaging in collaborative learning, publicizing new books/curricula, communicating with students, and publishing works from vocational students. Contains 16 references. (MN)

ED 379 429 CE 068 137

Williams, Stephanie; And Others
Employer Preferences Regarding Resume Content, Appearance, and Format. A Replication in Northwest Missouri of a Study of South

whereas the Job Corps program has shown marked success in improving earnings. E&T programs for young single mothers have produced moderate increases in employment and education levels. Evidence from a Chicago program indicates residential location has a substantial effect on education and employment outcomes for youth. The CETA program for disadvantaged adults produced significant earnings gains for women; JTPA has yielded gains for both men and women. Many programs targeted at poor single parents have produced significant earnings gains. The effects of higher education are very positive and have steadily increased over the past 20 years. Employer-provided training can substantially raise firm productivity and improve worker earnings. At least some services have been successful for every population examined, and many employment services for displaced workers and disadvantaged persons appear to be cost-effective investments. (Two tables of programs for out-of-school youth and of major upcoming evaluations are appended.) (YLB)

ED 379 446   CE 068 246

Hall, William
Competency-Based Training and Assessment. Review of Research 1.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Competency Based Education; Educational Development; *Educational Research; Foreign Countries; *Job Training; Literature Reviews; *Minimum Competency Testing; Postsecondary Education; Secondary Education; *Student Evaluation; Technical Education; Vocational Education
IDENTIFIERS- *Australia

Australian research into competency-based training and assessment is very thin and theoretical discussion is often superficial. One curious feature in the Australian debate is the belief by many that competency-based training is possible without competency-based assessment. Definitions are being debated. In a longitudinal study, researchers have found a high acceptance of the main aspects of competency-based training, but for both students and staff there are considerable attitudinal concerns. Other research has found the following: research gives little or no encouragement to transferability proponents; competency-based training has been firmly linked with total quality management; a probabilistic model of competence is promoted; no one really knows what the true costs are likely to be to industry and the community; most areas of college accommodation would be affected; the "evidence-based judgmental model" of assessment is gathering some support; a commitment to equity is necessary; a common certificate of attainment is critically important; and prior learning must be recognized. Four key issues arise: transferability assumptions made by some must be tested; important issues such as practicability and cost deserve further consideration; much greater attention must be given to competency-based assessment; and whether learning is improved as a consequence of competency-based training. (Contains 47 references.) (YLB)

ED 379 447   CE 068 247

Goozee, G.
The Development of TAFE in Australia. An Historical Perspective.
SPONS. AGENCY- New South Wales TAFE Commission, St. Leonards (Australia).

reprints of the following articles: "Evaluating a Guidance and Language Arts Unit for High School Juniors" (Lapan et al.); "Is the Guidance Program Having an Effect on the Climate/Goals of the District/Building?" (Gysbers, Henderson); and "Evaluating Comprehensive School Guidance Programs: Assessing the Perceptions of Students, Parents, and Teachers" (Hughey, Gysbers, Starr). (MN)

ED 379 465 CE 068 282

The International Year of the Family. Family/School/Community Partnership.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Resources; Course Content; *Family Involvement; Family Life; *Family Life Education; *Family Programs; *Family Relationship; High Schools; Intermediate Grades; Junior High Schools; *Learning Activities; Lesson Plans; Middle Schools; Units of Study
IDENTIFIERS- *United Nations Intl Year of the Family 1994

Developed in Florida during for the International Year of the Family (IYF) 1994, this packet contains lesson plans and resource materials for activities designed to strengthen families. The lesson plans can be used in middle schools and high schools. Lesson plan topics are as follows: family wellness; commitment; communication; appreciation; managing resources, crises, and stress; and time together. Several lesson plans are included for most of the topics. Lesson plans include the following: information on grade level, objectives, content, learning experiences and activities, integrated and interdisciplinary activities, suggestions for extending the activity into the home, evaluation, and resource materials and technology requirements. Background material on the IYF, implementation suggestions for the lessons, and a list of seven sources for resources are included in the packet. (KC)

ED 379 466 CE 068 285

Pyle, Ron
Critical Steps in Vocational Training that Lead to Successful Employment.
PUB DATE- Dec 94
NOTE- 18p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-13, 1994). Handwritten checklists may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Coordination; *Job Placement; *Mental Retardation; *On the Job Training; Student Employment; *Task Analysis

This document provides a day-by-day description of the process of training and placing an employee with mental retardation in a job as a janitor in a grocery store. The analysis shows that successful job placement of a student with limited capability subject requires thorough planning and research into all factors that have an impact on successful employment. Family dynamics must be assessed and family support is crucial. Creating support from the employer and working with the student

Personnel Management; Postsecondary Education; Private Sector; Recruitment; *Sales Workers; Secondary Education; Tables (Data); *Trade and Industrial Education; *Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- *Spain

An international team of researchers studied the following aspects of training in Spain's motor vehicle repair and sales sector: structure and characteristics; institutional and social context; relationship to Spain's overall labor market; changing structural, economic, and organizational conditions; and training and recruitment and relationship to Spain's education system. Social and labor/employment statistics were analyzed, and case studies of three auto dealerships and one authorized vehicle repair center were conducted. The firms varied in size; however, all were linked to large manufacturers. Consequently, all four firms had manufacturer-designed systems of continuing training to keep employees current with innovations in new vehicle models. No great satisfaction with commercial training was found in any of the case studies. In general, workers and unions were not involved in training-related decisions. A transition from training based on a functional model in which training is viewed as a catalogue of tasks to be performed to a systematic concept in which continuous updating is seen as essential to survival in the sector appeared to be in progress. The report includes 49 tables/figures, and contains 18 references. (MN)

ED 379 484 CE 068 308

Rhys, Garel
Training in the Motor Vehicle Repair and Sales Sector in the United Kingdom. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 54p.; For reports on other countries, see CE 068 304-037. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auto Body Repairers; *Auto Mechanics; Case Studies; Corporate Education; Educational Improvement; Educational Needs; Educational Trends; *Education Work Relationship; Employment Patterns; Employment Projections; Employment Qualifications; Foreign Countries; *Job Training; Labor Market; Personnel Management; Postsecondary Education; Private Sector; Recruitment; *Sales Workers; Secondary Education; Tables (Data); *Trade and Industrial Education; *Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- *United Kingdom

An international team of researchers studied the following aspects of training in the United Kingdom's motor vehicle repair and sales sector: structure and characteristics; institutional and social context; relationship to the labor market; changing structural, economic, and organizational conditions; and training/recruitment and relationship to the British education system. Government statistics were analyzed, and case studies were conducted of five very different companies, including a small franchise of a major auto maker, a large dealership/service center, a vehicle electrical system repairer that is 1 of 700 outlets, and a family business. Each case study included a profile of the company, its personnel management and vocational policies, and its provisions for continuing/ongoing training. The study concluded that the British automotive industry exemplified the demise of the country's vocational and education training system. Although

*Student Educational Objectives; Vocational Followup
IDENTIFIERS- Washington

A study assessed the long-term effectiveness of the Washington State Displaced Homemaker Program (DHP) through graduates' attainment of educational and/or employment goals and the maintenance of self-confidence over time. A total of 5,550 surveys were mailed to DHP graduates of 6 sites participating in this project. The six sites offered continuous services from 1987-92. Approximately 10 percent (n=550) sent in completed survey forms. Approximately 50 percent of the respondents were 46 years or older. Three DHP services were identified as most helpful: rebuilding self-esteem, having the support of others in similar circumstances, and setting goals. Self-confidence levels of DHP graduates increased and stayed higher 6 years after graduation. Fifty-nine percent of DHP graduates were employed, and 34 percent were enrolled in education or training programs. Of the 59 percent that were employed, 54.5 percent worked full time. The average hourly wage was $8.76, or the full-time equivalent of $18,291 per year. The highest paying occupations were professional jobs, skilled trades, and health careers. Forty-six percent were seeking technical and computer training, which indicated an informed choice about high growth occupations. (Appendixes include a list of 25 references, information specific to the six geographic sites, the survey, and executive summary and overview of the report.) (YLB)

ED 379 503 CE 068 341

Scholl, Jan
Resources for Family and Consumer Science Teachers, 1995.
PUB DATE- Jan 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Citations (References); *Consumer Economics; *Consumer Education; *Educational Resources; *Family Life Education; *Home Economics; *Home Management; Secondary Education

This annotated bibliography of resources for family and consumer science teachers lists 59 items developed for "Teacher Pages" (an electronic information service) by Penn State Cooperative Extension Service between December 1, 1993 and December 1, 1994. Each listing includes a short description, source, address, price if appropriate, and ordering information. Among the wide variety of topics covered are the following: appliance use, energy conservation, parenting, laundry, fats in foods, baking, fabric shopping, toys for children, recipes, nutrition education, food safety, and television programs for children. (KC)

ED 379 504 CE 068 342

Scholl, Jan
4-H Food Presentations.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Foods Instruction; *Guidelines; Secondary

participated in assessment). The project also promoted exemplary business partnerships between AWL and Anchorage businesses. In addition to providing basic education to more than the targeted number of employees, AWL developed a model for replication with other small and intermediate-size businesses and disseminated information about the program. (Appendixes to the 40-page report contain documents from the AWL program, including the following: job task samples, recruitment materials, student assessment materials, staff development samples, dissemination activities, a third-party evaluation, the model program, and curriculum samples.) (KC)

ED 379 527 CE 068 472

Harris, Carolyn DeMeyer; McKinney, David D., Ed.
Healthy Connections. A Training Program for Volunteers Working with At-Risk Pregnant Women. Leader's Manual.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adult Education; *At Risk Persons; *Communication Skills; Health Education; Learning Activities; One Parent Family; Parent Child Relationship; *Parenthood Education; Teaching Methods; *Unwed Mothers; Volunteers; *Volunteer Training; Workshops

This leader's manual, keyed to an accompanying videotape, contains step-by-step instructions for conducting a training session for volunteers who are preparing to work with young unmarried pregnant women. The manual, which includes transparency masters of handouts, is laid out with the outside column of each page containing instructions to the workshop leader and approximate delivery time for each activity. The inside column provides the text of the program. The manual is divided into four sections that cover the following topics: understanding your volunteer roles, understanding the partnership with your client, raising awareness of health risks, and working together in productive relationships with clients and agencies. Each section starts with the purpose, objectives, material needed, and notes for opening the section. There is also a brief introductory presentation for use in the beginning of a training session. The segment presentations include the segment set-up, discussion notes, advice to the leader, examples, and a summary. Each section uses a variety of training tools, including role plays, worksheets, handouts, and other activities. A resource section lists 65 resources grouped into organizations, publications, and commercial materials covering the following topics: healthy pregnancy, prenatal care, volunteering, cultural diversity, substance abuse, and child rearing and parenting. (KC)

ED 379 528 CE 068 474

The Workshop for the Promotion and Development of the Unesco Co-Action Learning Center Programme (2nd, Nagoya and Tokyo, Japan, September 1-8, 1993). World Terakoya Movement. Final Report.
PUB DATE- 1 Mar 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Developing

such as name games and partner introductions. Section 3, "Involvement Activities," seeks the creation of deeper trust and openness among group members by encouraging more personal revelations. Students discuss and share their feelings on matters about their lives and their families. Section 4, "Learning by Real Problems," (LBRP) offers students an opportunity to become empowered by allowing them to attempt to create solutions to a real problem that is actual and immediate within a particular classroom, school, community or society. Section 5, "Encouraging Students," offers suggestions to education professionals on how to motivate and encourage students. Contains 24 references. (BF)

ED 379 547 CG 025 984

Campbell, Don; And Others
The BreakAway Company: A Complete Career Readiness Program.
SPONS. AGENCY- Canadian Commission of Employment and Immigration, Ottawa (Ontario).
PUB DATE- 94
NOTE- 244p.; Funded under the CAMCRY (Creation and Mobilization of Counselling Resources for Youth) initiative of the Canadian Guidance and Counselling Foundation, Ottawa, Ontario, Canada.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Behavior Problems; Career Awareness; *Career Counseling; Counseling Techniques; *Dropout Prevention; Foreign Countries; *High Risk Students; Learning Problems; Potential Dropouts; Secondary Education; *Simulation; Student Characteristics; *Student Motivation; *Work Environment

The program was designed for 13- to 17-year-old at risk adolescents, those individuals who are experiencing difficulties at school, home and/or work. Their main characteristics are a lack of self-control and self-confidence, aggressive behavior, and either little or unrealistic thought about their future. The primary outcomes or aims of the program are: (1) to help participants learn and apply effective problem-solving and decision-making strategies in school, social and work settings; (2) to help participants learn to control and understand sources of their frustrations and aggressions; (3) to help participants learn and apply expanded language concepts for their emotions, for dealing with relationships, and for thinking about their futures; and (4) to help participants gain an understanding of various career requirements and a sense of their own career interests and abilities. The program should be delivered by a teacher or counsellor in class of 8 to 10 participants, which will take place for 70 to 90 minutes, five days per week, for 12 to 13 weeks. The program takes place within the context of an imaginary company. Students, the "employees," earn a salary and benefits, have staff meetings and performance reviews, receive memos, make individual and collaborative decisions, spend time in job shadowing and placements, and various other projects. (BF)

ED 379 548 CG 025 986

Barletta, John
Parent Education: Issues for Counselors.
PUB DATE- 95
NOTE- 21p.

This legislative hearing focuses on Nebraska, Wyoming, Colorado, and South Dakota's drug-prevention efforts. The emphasis here is on the efforts of rural states, rural communities, rural schools, and families to combat drug and alcohol abuse. Drug-free school programs are particularly emphasized. Also discussed are the issues various drug-prevention programs face, such as funding needs, the allocation of resources, the special problems faced by Native Americans, and other concerns. In addition to personal testimonies, which are recorded here verbatim, are a number of prepared statements by educators, project administrators, and students. (RJM)

ED 379 567 CG 026 045

Hofer, Barbara K.
Epistemological Beliefs and First-Year College Students: Motivation and Cognition in Different Instructional Contexts.
PUB DATE- Aug 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *College Freshmen; Education; Educational Strategies; *Epistemology; Hermeneutics; Higher Education; *Learning Motivation; *Learning Processes; *Learning Theories; Logical Thinking; Motivation; Young Adults

Students begin their college studies with a set of epistemological beliefs about what they think knowledge is and how they think it is learned; for most students, the experience of college alters these beliefs in fundamental, transformative ways. This study explores the relation between epistemological beliefs, motivation, and cognition in two differing instructional contexts within the same mathematics course. The subjects included 438 first-semester calculus students at a large Midwestern research university. Students were enrolled in either experimental (New Wave) calculus sections or traditional calculus sections. Results indicated that intrinsic motivation and self-efficacy were correlated with sophistication of beliefs, though this was not true within the New Wave sections. This result suggests that students with more sophisticated beliefs, as measured by a strategies for learning questionnaire, are those students who reported that they are mastery-oriented and think that they are capable of doing well in mathematics. Intrinsically motivated students reported relative disagreement with the view of math as an isolated activity; the findings could be used to argue for the importance of group activities within mathematics. The results also provide some evidence for correlations between epistemological beliefs about mathematics and type of instruction. (RJM)

ED 379 568 CG 026 047

Adams, Julie; And Others
Sexually Inappropriate Behaviors in Seriously Mentally Ill Children and Adolescents.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Following a factor analytic approach, a reliable hardiness scale for adolescents was constructed and administered to a sample of inner city youth (ages 11-16, N=223). Empirical support for looking at hardiness as a stress resistance resource was found. Hardiness acted as a buffer, moderating the effects of stress for drug use, and was directly influential in the prediction of aberrant behavior (rebelliousness, socially deviant attitudes, and repression) and affective reactions (depression and family discord). However, gender was also identified as an important variable for predicting behavioral adjustment. The negative relationship between sex and behavioral adjustment indicated a tendency for males to report more socially deviant attitudes, rebelliousness, and repression than females. It was determined that social desirability, age, and sex should be important considerations when interpreting research findings or developing support programs for adolescents. (RJM)

ED 379 587 CG 026 091

Public/Private Partnerships in Volunteerism: A Guide for the Aging Network.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Dec 92
NOTE- 47p.; Produced under the auspices of the National Eldercare Institute on Business and Aging.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aging (Individuals); Community Action; Cooperative Programs; Coordination; *Older Adults; *Private Agencies; *Public Agencies; Public Service; Self Help Programs; *Voluntary Agencies; *Volunteers
IDENTIFIERS- Illinois (Chicago); Population Aging; *Voluntarism

This guidebook is part of a series of publications about public/private partnerships. The guidebook has a three-fold goal: (1) Spark the aging network's interest in developing and expanding public/private partnerships in volunteerism; (2) Provide guidance on how to create such partnerships; and (3) Share examples of partnerships that other aging network organizations have tried. The book is organized into four chapters. Chapter 1 introduces the world of volunteerism partnerships and the benefits of these arrangements. Chapter 2 discusses the types and ranges of partnership formats, while chapter 3 looks at the challenge of enlisting volunteers to work with seniors and describes the steps involved in designing a partnership strategy. Chapter 4 provides fuller descriptions of some of the successful partnerships in volunteerism. Although the majority of examples used throughout the guidebook are of programs and partnerships with businesses, much of the information and advice can apply to other potential partners, including schools, religious institutions, educational, professional and trade associations. Although not inclusive in its material, the guidebook should stimulate those in the aging network to develop their own initiatives and programs. Three appendices offer information on additional resources, sample volunteer forms, and the book's authors. (RJM)

ED 379 588 CG 026 094

lack of access to legislators and reporters. (Contains 22 references.) (Author/RS)

ED 379 606 CS 012 004

West, Jane
Children's Perceptions of Fun and Work in Literacy Learning. Perspectives in Reading Research No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 3; Primary Education; *Reading Instruction; Reading Research; *Student Attitudes; Teacher Behavior; *Whole Language Approach; Writing Instruction
IDENTIFIERS- Georgia

A study explored 18 Georgia third graders' perceptions of literacy teaching and learning during the second year of their teacher's transition from a traditional, textbook-based approach to a whole language, literature-based approach. Data gathering included 8 months of observation and of in-depth interviews with students. Analysis revealed that students had a well-defined set of determinants for what was "fun" and what was "work" in literacy learning. Students' determinants for fun (personal preference, competence, low level of difficulty, familiarity, time, choice, ownership, caring audience, collaboration, ample support, high engagement, variety, and learning) aligned closely with classroom practices recommended by many whole language advocates. Despite the value that students and their teacher placed on fun, the students did not count fun as a necessary condition of academic experience. This inability to trust their own judgments about teaching and learning seemed to indicate deeply entrenched beliefs about what school should be like--beliefs that were unalterable in one academic year. (Contains 36 references and one table of data.) (Author/RS)

ED 379 607 CS 012 005

Sturtevant, Elizabeth G.
Beliefs about Content Literacy Meet "Reality" in Secondary School Mathematics: Non-Traditional Student Teachers Share Their Experiences.
PUB DATE- 1 Dec 95
NOTE- 8p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; *Content Area Writing; Higher Education; *Mathematics Education; Preservice Teacher Education; Qualitative Research; Reading Research; Secondary Education; Secondary School Mathematics; *Student Teacher Attitudes; Student Teaching
IDENTIFIERS- Teacher Beliefs Study

A qualitative study investigated the viewpoints and beliefs of five non-traditional secondary mathematics student teachers regarding using content literacy strategies. The five student teachers were military officers preparing for a second career that the current economic powers, Germany, Japan, and Russia, are without military might; while the military power, the United States, has virtually no industrial base and an economy in deepening crisis. Fortunately, it has been in times of historical crisis that people interested in democracy and social justice have made the greatest gains, even if their interests were at the same time under the gravest threats. Other nations look to the United States for hints about the relationship of democracy and literacy. The Brazilian, Paulo Freire, is frequently invoked by proponents of democracy, but he is sadly iconicized and reified. Freire's system of thought may be broken down into binaries of social democracy and doctrinal Marxism or, alternatively, idealism and mechanical materialism. However, both of these systems are flawed and neither will lead the people in today's world to true democracy or equality. Where Freire goes wrong is to fail to recognize the importance of his own call for the critical role of ideology, that is, the role of ideas as a material force, especially the idea of equality. The focus in Freire relies heavily on the theory of productive forces, both in the idealist Freire and the doctrinal Freire--a focus that overestimates the technique of production above the social relations of production. The untenable binary of national economic development and democracy might be resolved by uniting them under the rubric of the moral imperative of equality--in both the mode (decision-making) and means (equality in distribution) of production. (TB)

ED 379 626   CS 012 025

Ruddell, Robert B., Ed.; And Others
Theoretical Models and Processes of Reading. Fourth Edition.
PUB DATE- 94
NOTE- 1,290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Metacognition; Models; *Reader Response; Reader Text Relationship; *Reading; Reading Comprehension; *Reading Instruction; *Reading Processes; Reading Research; *Reading Strategies; *Reading Writing Relationship; Social Influences; Theory Practice Relationship; Word Recognition; Writing (Composition)
IDENTIFIERS- Emergent Literacy; *Literacy as a Social Process

Serving as a source of questions for researchers to investigate and a resource for professors and their students, this book presents 51 essays that discuss where the reading field has been, is now, and might be going. More than 80% of the essays are new or revised from the third edition. Essays in the book include "Professional Connections: Pioneers and Contemporaries in Reading" (Harold L. Herber); "Learning about Literacy: A 30-Year Journey" (P. David Pearson and Diane Stephens); "Children's Language and World: Initial Encounters with Print" (Jerome C. Harste and others); "Language Acquisition and Literacy Processes" (Robert B. Ruddell and Martha Rapp Ruddell); "Literacy Research in Community and Classrooms: A Sociocultural Approach" (Luis C. Moll); "Children's Emergent Reading of Favorite Storybooks: A Developmental Study" (Elizabeth Sulzby); "Viewpoints: The Word and the World--Reconceptualizing Written Language Development or, Do Rainbows

The Effects of Perceptions of Failure on Test Performance of Community College Students.
PUB DATE- 4 Nov 94
NOTE- 23p.; Paper presented at the Annual Meeting of the College Reading Association (38th, New Orleans, LA, November 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Failure; Reading Research; *Reading Tests; *Student Attitudes; Test Construction; Test Format; *Two Year Colleges; *Two Year College Students
IDENTIFIERS- New York

Two studies addressed the effects of failure in reading test performance. In experiment 1, 36 students in 3 intact reading and study skills courses at an upstate New York community college completed a questionnaire, were administered an "unsolvable" reading test, were either given no feedback or "failure feedback," an assessment and placement test, and a cognitive interference questionnaire. In experiment 2, similar subjects from the same community college were restrained from engaging in off-task cognitions to test whether performance decrements following failure would be reversed. Results indicated that students who attributed failure to universal causes exhibited performance deficits and increased off-task thoughts following the unsolvable tests. Results also indicated that instruction that discouraged students from engaging in off-task thoughts eliminated the detrimental effects of universal attributions of failure. Findings suggest that instructions to restrain from off-task thoughts can reduce performance deficits in reading tests. (Contains 23 references and 2 tables of data.) (RS)

ED 379 649 CS 012 057

Goerss, Betty L.
Incorporating Children's Literature into the Content Reading Classroom.
PUB DATE- 4 Nov 94
NOTE- 8p.; Paper presented at the Annual Meeting of the College Reading Association (38th, New Orleans, LA, November 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; *Content Area Reading; Elementary Secondary Education; Higher Education; Interdisciplinary Approach; Reading Materials; *Teacher Education; *Thematic Approach; *Units of Study
IDENTIFIERS- Trade Books

The trend in many schools is to move away from using the textbook exclusively in content area classrooms and move toward the integration of various pieces of children's literature, in many instances as a thematic unit. Using a thematic approach and incorporating trade books provides students with opportunities for cumulative learning and the discovery of connections between content-related subjects and diverse literary texts. Picture books, many of which are suitable for older children, can be used to teach content area material. Preservice teachers can begin to incorporate children's literature by using a trade book to support a specific lesson and then move on to develop thematic units of study around specific content area topics. A teacher educator who teaches both content area reading courses and children's literature courses has her students develop a

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 5; Instructional Effectiveness; Intermediate Grades; *Student Attitudes; Student Motivation; *Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Research; Writing Workshops
IDENTIFIERS- New Jersey; *Process Approach (Writing)

A study determined how exposure to learning writing as process through writing workshops would affect the attitudes of fifth grade students. Subjects had no experience with writing as process. At the outset of the school year, the participants, 23 fifth-grade students in a northeastern New Jersey school, were administered the "Emig-King Writing Attitude Scale for Students" as a pre-survey to determine their preferences, perceptions, and processes of writing. Seven months later, after learning writing as process, a post-survey was given. Results indicated that exposure to learning to write as process increased students' enjoyment of writing, enthusiasm for writing, as well as their willingness to write more often. Students also expanded their awareness of the process stages of writing, and they now view themselves as writers. Recommendations for teachers, researchers, and administrators are offered, including reading about writing as process, sharing research results with students, and attending appropriate workshops and conferences. (Contains 23 references and 2 tables of data. The survey instrument is attached.) (RS)

ED 379 669 CS 214 740

Proceedings of the American Journalism Historians' Association Conference (Roanoke, Virginia, October 6-8, 1994). Part I.
PUB DATE- Oct 94
NOTE- 607p.; For 1993 Proceedings, see ED 367 975-977. For part II of the 1994 Proceedings, see CS 214 741.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- Blacks; Case Studies; *Colonial History (United States); Homosexuality; *Journalism History; *Newspapers; Photojournalism; Presidents of the United States; Public Relations; Radio; Slavery; Social Influences
IDENTIFIERS- African Americans; First Amendment; Journalism Research; *Media Coverage; *Media History; Muckraking; News Sources

The first part of the proceedings of this conference of journalism historians contains the following 21 papers: "'Life' Magazine and the Mercury 7 Astronauts: A Historic Case of Media Control" (Ginger Rudeseal Carter); "Newspaper Contempt between the Wars" (Richard Scheidenhelm); "Crosses Holding Off a Vampire: How Four Newspapers Used Editorials to Define Their First Amendment Functions" (James B. McPherson); "Jurisdiction Over the Body: Themes in Coverage of the Garfield Assassination" (Peter Ausenhus); "Standing Idly By: Newspaper Coverage of the 1958-59 Investigation into Homosexuality at the University of Florida" (Ford Risley); "Public Relations, the Community, and Newspaper Coverage of a Local Steel Strike, 1946" (Karen S. Miller); "'The Ladies Companion,' 1834-1844: A Magazine of 'Polite' Literature" (Paul Belgrade); "The Proceedings of the Rebellious Negroes: News of Slave Insurrections and Crimes in Colonial Newspapers" (David A. Copeland); "Visible Hand: The Journalistic Drive to Incorporate a Frontier" (David J. Vergobbi); "The Leo Frank Case and the

Children's Critical Aesthetic Responses to Literature in a Fifth-Grade Classroom" (Renee Leonard); (18) "Literature in the Classroom: From Dream to Reality" (Gloria Kinsley Hoffman); (19) "Hear Ye, Hear Ye, and Learn the Lesson Well: Fifth Graders Read and Write about the American Revolution" (Gail E. Tompkins); (20) "Supporting Children's Learning: Informational Books across the Curriculum" (Evelyn B. Freeman); (21) "Keeping the Reading Lights Burning" (Peter Roop); (22) "'Joyful Noises' across the Curriculum: Confessions of a Would-Be Poetry Teacher" (Joel D. Chaston); (23) "Literary Tapestry: An Integrated Primary Curriculum" (Peggy Oxley); (24) "Collaborating with Children on Theme Studies" (Linda Lamme); (25) "Teachers Encouraging a Love for Literature" (Charles A. Elster and others); (26) "Assessment in a Literature-Based Classroom" (Linda J. Fenner); and (27) "Support Groups for Literature-Based Teaching" (Marilou R. Sorensen). (NKA)

ED 379 688 CS 508 774

Bankston, Ronnie G.; Terlip, Laura A.
Exploring the Communication Implications of a Multimedia Future: An Academic Perspective.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; Educational Trends; Futures (of Society); Higher Education; Hypermedia; *Interpersonal Communication; *Mass Media; *Organizational Communication; *Research Needs
IDENTIFIERS- *Multimedia Information Systems; *Multimedia Technology

In education, multimedia is being merged with hypermedia and hypertext to create learning situations for students of all types--situations that have implications for communication scholars. As the new multimedia, interactive technologies become more affordable and more accessible, communication scholars will face two interrelated sets of issues: general concerns about ownership, credibility, access, permanence, privacy, and community; and the integration of new practices into current theory and research and/or the development of new theory and research methods. As the new information technologies become commonplace, communication scholars will need to examine their understanding of basic communication concepts such as credibility, audience analysis, and effective organization of messages. Multimedia will force communication scholars to collaborate in their research activities across the subfields of interpersonal communication, organizational communication, and mass communication. (RS)

ED 379 689 CS 508 805

Koehn, Stephen C.; Lowry, David N.
Student Produced Television Programs: The Relationship of Play Theory, Flow Experiences, and Experiential Learning.
PUB DATE- Nov 94
NOTE- 43p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English

The Relationship of Communication Apprehension to Communication Behavior: A Meta-Analysis.

PUB DATE- 12 Feb 95

NOTE- 21p.; WSCA 95 Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Communication Apprehension; Communication Problems; Communication Research; *Communication Skills; Higher Education; Literature Reviews; Meta Analysis; *Speech Communication; Undergraduate Students

IDENTIFIERS- *Communication Behavior; ERIC; PsycLIT

Communication apprehension (CA) refers to a family of related terms: (a) reticence, (b) shyness, (c) unwillingness to communicate; and (d) stage fright. One pervasive but not totally substantiated assumption in current literature is the relationship between the level of communication apprehension and the level of communication skill demonstrated by an individual. The contemporary undergraduate communication curriculum often emphasizes training in communication to improve the communication skills of students. A study using meta-analysis as a method examined the relationship between CA and communication skill level by investigating the outcomes reported in a broad range of studies in the field of communication. Thirty studies (from computer searches on ERIC and Psyclit, and from examination of several bibliographies for manuscripts) met the selection criteria and were included in the overall analysis. The average correlation was positive and the sample was heterogeneous. This finding suggests that a moderator exists and that the average correlation represents an average across studies that differs by something other than sampling error. Basically, the impact of CA increases as the selection procedures become more rigorous. The impact demonstrates that a "superb" speaker (past three standard deviations) could be expected to be more than eight times more likely to be low in CA than high in CA. There is still a need for additional summaries of available literature examining the impact of CA on various communication outcomes. (Three tables of data are included. Contains 61 references.) (TB)

ED 379 707 CS 508 826

Keaten, James A.

Chaotic Feedback Loops within Decision Making Groups: Towards an Integration of Chaos Theory and Cybernetics.

PUB DATE- 13 Feb 95

NOTE- 30p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cybernetics; *Decision Making; Feedback; Higher Education; *Interpersonal Communication; Models

IDENTIFIERS- *Chaos Theory; *Cyberchaos; Small Group Communication

This paper offers a model that integrates chaos theory and cybernetics, which can be used to describe the structure of decision making within small groups. The paper begins with an overview of cybernetics and chaos. Definitional characteristics

ED 379 725 CS 508 848

Bennett, Amanda
The Death of the Organization Man.
PUB DATE- 90
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - General (140),Books (010)
DESCRIPTORS- Career Change; Case Studies; Futures (of Society); Higher Education; *Interviews; *Job Development; Job Layoff; Job Satisfaction; *Middle Management; *Organizational Climate; *Quality of Working Life
IDENTIFIERS- Career Unrest; Historical Background; Management Practices; *Organizational Culture; Professional Concerns

This book, the result of hundreds of interviews with chief executive officers and consultants, academics, economists, and government officials, relates what happened at many large American companies when corporate restructuring/downsizing began to occur during the 1980s. The book is mainly constructed from the vantage points of the many middle managers who suffered the loss of their jobs and self esteem in the process. As background, the book first presents a concise history of business as practiced in the United States. Then it notes that although the first schools which offered business courses date from the 1820s (and the prestigious Wharton undergraduate school of business from 1881), the rise of a bureaucratic managerial class really began at the end of World War II when thousands of returning servicemen studying on the GI Bill democratized university campuses and flooded business schools. According to the book, corporations hired middle managers at an unprecedented rate through the 1960s and 1970s. And without exception, the managerial workers profiled in the book are educated (most with MBA degrees) men and women with a strong sense of corporate loyalty who felt themselves betrayed by events over which they had no control. Noting that what this downsizing means for the nation's business schools is still unclear, the book concludes that although life outside the "organization" can mean less money and stability for individual managers, it can also lead to new, more satisfying careers as independents and entrepreneurs. (NKA)

ED 379 726 EA 020 402

Pino, Rene F.; Emory, Ruth P.
Preparing Educational Training Consultants: Skill Training. PETC-I.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Jan 76
NOTE- 532p.; Some pages contain small type. For PETC-II, see EA 020 403.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Change Agents; *Consultants; *Consultation Programs; Elementary Secondary Education; Group Dynamics; Institutes (Training Programs); Leadership Training; Organizational Development; Professional Services; *Technical Assistance; *Trainers; *Training Methods; Training Objectives
IDENTIFIERS- *Preparing Educational Training Consultants

This set of training materials was developed as part of the Preparing Educational Training Consultants (PETC) program, as

acquire the appropriate skills. Chapter 4 illustrates how an unsupportive school culture can discourage educators and undermine a program, and chapter 5 documents the need for district and state support. The sixth chapter considers the need for sufficient time and financial resources to prevent program failure. It examines how these factors have affected implementation efforts in British Columbia, Kentucky, and Oregon. Chapter 7 suggests actions school boards and administrators can take to avoid or overcome these obstacles. A Bulletin in Brief, a four-page condensed version, is included. (LMI)

ED 379 745 EA 026 474

Lee, Ginny; Filby, Nikola
Complex Instruction and Teaming: The Relationship between School Organization and the Introduction of an Instructional Innovation.
PUB DATE- May 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; Educational Cooperation; *Integrated Curriculum; *Intermediate Grades; Interprofessional Relationship; Middle Schools; *Program Implementation; School Restructuring; Teacher Influence; *Teacher Participation; *Teamwork

This document presents findings of a study that examined the impact of teacher teaming on the implementation of a comprehensive program of curriculum and instruction. The program, Complex Instruction (CI), was implemented in four middle schools in the Riverdale School District (Arizona), each of which utilized some form of teaming instruction. CI was designed to involve all students in higher order thinking. Data were collected from interviews with the principal, CI coordinator, and CI teachers at each of the four schools. Findings indicate that: (1) colleagueship was a plus for teachers; (2) in most cases, CI involvement helped to strengthen team identity and unity; (3) block scheduling was an important complement to teaming and to CI; and (4) implementation success depended in part on the fit between CI and other foci of team curricula. The data highlight the importance of voluntary teacher participation and conditions of support for program implementation. School leaders can build support by providing team planning time and developing professional-development norms and expectations for risk taking. Finally, CI influenced and was influenced by organizational structures and processes. One figure is included. (LMI)

ED 379 746 EA 026 475

High Expectations, High Achievements. K-12 Public Education in Colorado. State Report Card 1994.
PUB DATE- Aug 94
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Competency Based Education; *Educational Objectives; Elementary Secondary Education; Expenditures; Performance; Private Education; Public Schools; School Demography; School District Spending; School Personnel;

ED 379 764 EA 026 508

Borgers, William E.; Thompson, Tommy A.
Implementing Continuous Improvement Management (CIM) in the Public Schools.
PUB DATE- 94
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Educational Planning; *Educational Quality; Elementary Secondary Education; *Leadership Styles; Organizational Change; Organizational Climate; *Organizational Development; Organizational Effectiveness; Organizational Theories; Participative Decision Making; Quality Control; Self Evaluation (Groups); *Total Quality Management
IDENTIFIERS- *Dickinson Independent School District TX

This book traces the restructuring of a Texas school district that moved from management by coercion to continuous improvement for quality. In 1990, the Dickinson Independent School District (Texas) began implementation of Continuous Improvement Management (CIM), based on the teachings of W. Edwards Deming, William Glasser, and J. M. Juran. Chapter 1 describes traditional and quality approaches to leadership and organizational change. Chapter 2 discusses ways to initiate the continuous-improvement process. Chapters 3-10 provide information about a specific aspect of CIM, followed by a description of the experiences of a fictional school principal and a classroom teacher in their searches for educational quality. Each chapter contains a system-feedback section that summarizes the chapter concepts, a description of the Dickinson experience, and a summary of management principles that were used. The chapters present information on the following topics: lead management, self-assessment of quality, quality-process-control tools, continuous improvement of quality, system planning, training and education, teacher empowerment, and refinement and evaluation. A total of 47 tables, graphs, and illustrations are included. The addendum lists Deming's Fourteen Points. (LMI)

ED 379 765 EA 026 509

McNeir, Gwennis
Outcomes-Based Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Standards; *Competency Based Education; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Performance; *School Restructuring; Student Certification
IDENTIFIERS- *Outcome Based Education

Outcomes-based education (OBE) is a controversial model of educational restructuring that defines learning as what students can demonstrate that they know. This document reviews four journal articles and one bulletin that reflect a range of that will fundamentally alter the educational prospects of their disadvantaged populations. Analysis of past initiatives indicates that efforts to date are necessary but unlikely to be sufficient. Five tables and 12 figures are included. (LMI)

ED 379 784 EA 026 531

Cobb, Nina, Ed.
The Future of Education: Perspectives on National Standards in America.
PUB DATE- 94
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Curriculum Evaluation; *Educational Assessment; Educational History; *Educational Objectives; Elementary Secondary Education; Federal Legislation; National Curriculum; Professional Development; School Restructuring
IDENTIFIERS- *National Standards

Most current writing about American public education describes it in terms of a crisis situation. However, schools often serve as scapegoats for the failure of other institutions and for social ills that they had no part in creating. This book presents a collection of essays and commentaries on recent proposals for educational reform and actions taken by government to establish national standards. Part 1 contains the introductory chapter by Robert Orrill, entitled "Titanic Structure or Human Scale: School Reform at the Close of the Twentieth Century." Part 2 contains a single chapter that provides a historical overview of curriculum and national standards in the United States. In "Curriculum Ferment in the 1890s," Herbert M. Kliebard shows that the American school-reform experience has been characterized by continuing struggle, rather than consensus. Part 3, which offers perspectives on national standards, includes the following chapters: (3) "Implications of Subject-Matter Standards" (Christopher T. Cross); (4) "The Politics of National Standards" (Tom Loveless); (5) "The Threat to Freedom in Goals 2000" (Stephen Arons); (6) "Developing World-Class Education Standards: Some Conceptual and Political Dilemmas" (J. Myron Atkin); and (7) "Curriculum and Assessment Standards: Common Measures or Conversations?" (Dennie Palmer Wolf). The fourth part, which examines issues around standards and educational policy, contains the following chapters: (8) "Policy and Practice: The Relations Between Governance and Instruction" (David K. Cohen and James P. Spillane); and (9) "Goals 2000 and a Reauthorized ESEA: National Standards and Accompanying Controversies" (Michael W. Kirst and James W. Guthrie). Part 5 is comprised of: (10) "Teachers' Professional Development: Critical Colleagueship and the Role of Professional Communities" (Brian Lord); and (11) "Teachers Regulating Themselves: Teachers Owning Their Standards" (Philip A. Cusik). Part 6 includes: (12) "National Curriculum Content Standards: The Challenges for Subject Matter Associations" (Diane Massell); and (13) "Problems and Issues Facing the National Standards Project in English" (Miles Myers). An index and chapter references are included. (LMI)

ED 379 785 EA 026 532

Goodlad, John I., Ed.; Keating, Pamela, Ed.
Access to Knowledge: The Continuing Agenda for Our Nation's

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights; *Compliance (Legal); Federal Legislation; Grievance Procedures; High Schools; Intermediate Grades; Junior High Schools; Legal Responsibility; Middle Schools; Prevention; Sex Stereotypes; *Sexual Harassment; State Legislation

The purpose of this book is to familiarize middle and high school administrators, teachers, and students with the laws concerning sexual harassment and strategies for dealing with it. The book can also help educators avoid liability for sexual harassment. Part 1 defines sexual harassment and emphasizes that men and women may perceive the same behavior in different ways. It also discusses the effects of sexual harassment and suggests appropriate behavior in the school setting. Part 2 explains laws applicable to sexual harassment--federal, civil, and criminal--and the liability that schools and individuals may incur for disregarding the laws. The third part discusses preventive measures that schools must take to comply with federal laws, as well as other optional measures. Suggestions for dealing with incidents of sexually harassing behavior and steps for preventing recurrence are offered in part 4. Finally, the appendices contain a list of selected resources, names and addresses of state, federal, and regional agencies that deal with sex discrimination; and Minnesota's sexual harassment and violence policy. (LMI)

ED 379 804 EA 026 562

Erickson, H. Lynn
Stirring the Head, Heart, and Soul: Redefining Curriculum and Instruction.
PUB DATE- 95
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Educational Change; *Educational Objectives; Elementary Secondary Education; *Integrated Curriculum; Interdisciplinary Approach; Models; Performance; Standards; *Student Evaluation

This book examines the current trends in K-12 curriculum and instruction. It shows how the trends interrelate and provides a higher order, comprehensive model for curriculum reform. The model is based on critical, content-based concepts. Chapter 1 describes the complexity of the change process and illustrates dilemmas encountered in school-based management and curricular planning. Chapter 2 examines how societal trends shape the definition of student outcomes. Strategies for creating concepts-based curricula are outlined in the third chapter. Chapter 4 addresses the definition and value of an interdisciplinary, integrated curriculum; reviews common integrated curriculum designs; and presents a step-by-step model for getting started. Answers to questions raised by elementary and secondary teachers are included. Alternatives to normative-referenced, criterion-referenced, and performance-based measures of student performance are examined in chapter 5. It discusses the value of authentic assessment and outlines the steps for designing performance assessments. The final chapter describes strategies, based on the constructivist approach, to stimulate students' motivation. A glossary, 44

DESCRIPTORS- Children; Classification; Discipline; Elementary Secondary Education; *Emotional Disturbances; Family Violence; *Intervention; Research Methodology; Research Needs; *Stress Variables; Symptoms (Individual Disorders); *Violence
IDENTIFIERS- *Posttraumatic Stress Disorder

This review of research on post-traumatic stress disorder (PTSD) in children resulting from human violence focuses on methodological issues, types of violence, treatment issues, and directions for future research. Literature reviewed is predominantly that published since 1986. An introduction offers background information and examines the biological aspects of trauma. Intrafamilial violence is considered, including experiencing parental abuse or witnessing parental violence. Extrafamilial violence reviewed includes school discipline, sniper attacks, and political violence. The discussion of school discipline identifies two levels of disciplinary practices: routine verbal and physical techniques which cause mild stress in most students, but may cause an extreme reaction due to idiosyncratic factors in some children, and severe stressors in the form of physical and mental abuse used by educators in the name of discipline and motivation. Terr's classification of Type I and Type II disorders is discussed. Treatment issues focus on the need for treatment and specific modalities, including crisis intervention, behavioral treatment, cognitive treatment, family intervention, hypnosis, and residential treatment. A three-way interaction model for conceptualizing factors which affect the manifestation of trauma symptoms is used to help facilitate discussion on the need for future research. (Contains approximately 60 references.) (JDD)

ED 379 823 EC 303 696

Maryland Special Education Personnel Profile, 1992-1993.
PUB DATE- Dec 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Early Childhood Education; Elementary Secondary Education; *Enrollment; Personnel Needs; Pupil Personnel Services; School Districts; *Special Education Teachers; State Programs; Teacher Employment; *Teacher Student Ratio; *Teacher Supply and Demand
IDENTIFIERS- *Maryland

This document presents 22 tables that display information on the number of special education teachers and staff employed and needed in Maryland, as reported by local education agencies, state operated programs, and nonpublic schools for the disabled to the Federal Office of Special Education Programs for the school year 1992-93. Student information was based on census data as of December 1, 1992. Data provided in the tables include: ratio of special education student enrollment (ages 3-21) to special education teachers/teacher aides; ratio and rank order of special education student enrollment (ages 3-21) to special education teachers overall and by specific disability, for each Maryland county; number and percent of special education teachers reported in the cross-categorical program; related services personnel for local education agencies; and teaching and related services personnel for state operated programs and nonpublic state supported programs. Individual tables detail data for ratio and rank order of special education student enrollment to special education teachers in Maryland public schools for the following disabilities: mental

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Disabilities; Early Childhood Education; *Family Involvement; Human Services; *Inservice Education; Models; Needs Assessment; *Outreach Programs; Program Development; Social Integration; Training
IDENTIFIERS- *Project Takos

The Project Ta-kos Outreach program is an inservice training model designed to increase the probability that children (ages birth to 8) at risk for or with special needs and their families can access and receive appropriate services in order to remain an integral part of the community in which they reside. The program reflects an ecological approach, which integrates educational, social, and health services. The model's contents include: (1) a family-centered curriculum consisting of five training components; (2) a three-phase training framework focusing on techniques to ensure information and skill acquisition and retention; (3) an inservice program planning process which is collaborative in nature, site-specific, uses a "hands on" approach, and incorporates ongoing feedback; (4) a continuum of competence concept; (5) a focus on interagency collaboration; and (6) a recognition that administrative support is inherent to the success of inservice training. This report presents the program's goals and objectives, model and component description, accomplishments, dissemination activities, training activities, evaluation findings, and impact. Extensive appendices include supplementary program materials (such as sample meeting/workshop agendas and sample newsletters), evaluation reports for the project's second and third years, and supplemental research materials (primarily needs assessment materials). (JDD)

ED 379 843 EC 303 716

Kane, Douglas N.; And Others
The Identification of Financial Disincentives to Educating Children and Youth with Moderate to Severe and Multiple Developmental Disabilities in Their Home Schools. Final Report.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.; Illinois State Board of Education, Springfield.
PUB DATE- May 93
NOTE- 377p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; *Developmental Disabilities; Disabilities; Elementary Secondary Education; Federal Aid; *Financial Support; Inclusive Schools; Multiple Disabilities; *Neighborhood Schools; Private Schools; Resource Allocation; School Districts; *Severe Disabilities; Special Education; State Aid; State Programs; *Student Placement
IDENTIFIERS- *Financial Disincentives; *Illinois

This study examined the flow of all special education funds to Illinois school districts, in order to identify the financial incentives which influence school districts to educate children with disabilities away from their home schools. Background information on inclusive education precedes the study report. The study involved a review of federal and state statutes and regulations, examination of the Illinois special education administrative structure, analysis of data on actual educational placements and funding sources, and a look at how the funding system works in 20 districts and cooperatives. The

the study of influencing factors; the exiter study; the study of educators' career plans; major findings across the studies; and strategic planning. Attachments include questionnaires and the interview guide. (Contains 64 references.) (DB)

ED 379 861   EC 303 734

The Center for the Arts and Sciences, 1993-94 Student Survey. Evaluation Report.
PUB DATE- Dec 94
NOTE- 90p.; For the 1991-92 report, see ED 349 690.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Enrichment Activities; *Gifted; *Participant Satisfaction; Program Evaluation; Secondary Education; *Special Schools; *Student Attitudes; Surveys; *Talent
IDENTIFIERS- *Center for Arts and Sciences MI

A survey was completed in 1994 by 395 students attending the Center for Arts and Sciences (CAS), an enrichment program in Saginaw, Michigan, for gifted and talented students in grades 6 through 12. Highlights of the findings included the following: (1) most students attended CAS because of their own special interests and career plans; (2) most students felt they fit in well academically and socially at both CAS and their home schools; (3) most students were satisfied with CAS, finding their classes interesting and challenging; (4) 8.4 percent of CAS students were not satisfied and gave such reasons as non-supportive teachers and too much work as their reasons; (5) most students felt they were sufficiently prepared for CAS experiences; and (6) less than half reported difficulties at their home school because of their CAS attendance. Suggested improvements in the CAS program included providing more outings, making class periods shorter, and improving upon teachers and their attitudes. Most of this document consists of appendices which include the student survey, a detailed report of survey results, and results for students attending morning and afternoon sessions. (DB)

ED 379 862   EC 303 735

Attention Deficit Hyperactivity Disorder: ADHD Task Force Report.
PUB DATE- May 93
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attention Deficit Disorders; Classroom Techniques; Compliance (Legal); *Disability Identification; Elementary Secondary Education; Higher Education; *Hyperactivity; Inservice Teacher Education; *Intervention; *Needs Assessment; Preservice Teacher Education; Program Development; Staff Development; State Programs; Student Evaluation; Teaching Methods
IDENTIFIERS- *Michigan

A Michigan task force examined existing and needed services for students with attention deficit hyperactivity disorder (ADHD), to assist school districts in developing services and to create a systematic plan for statewide information dissemination regarding referral, assessment, identification, intervention strategies, and legal mandates. Individual sections of this report address: the historical perspective of ADHD, aspect of the course they found most enjoyable, 23 respondents cited interaction with others, 8 each cited group discussion or feedback from tutor, 5 cited specific class exercises, and 2 cited learning theoretical material. It was recommended that institutions offering creative writing courses/workshops consider more versatile course formats and requirements. (Twenty-three references/suggested readings are listed. The survey questions and responses are included.) (MN)

ED 379 409   CE 068 014

Pilley, Christopher
Education and Older Adults: A Framework for Evaluation. Occasional Papers Series: No. 6.
PUB DATE- Oct 94
NOTE- 33p.; Financial support provided by the Universities Funding Council.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Adult Programs; Adult Students; Case Studies; Foreign Countries; Longitudinal Studies; *Models; Nonformal Education; *Older Adults; Outcomes of Education; *Program Evaluation; Student Evaluation
IDENTIFIERS- *Informal Education; *Scotland

A model was developed for evaluating formal and informal learning by older adults in a variety of contexts. The model, which adopts a longitudinal approach, focuses on the outcomes of provision and is based on the assumption that outcomes should be evaluated in light of the processes (accessibility and responsiveness of provision, appropriateness of instruction to participants, user satisfaction, and cost) by which they have been achieved. The model was developed with consideration for the essentially unquantifiable nature of many outcomes involving older adults, particularly in informal contexts; however, it includes provisions for supporting qualitative data by quantitative data. The model was used in case studies of the following program for older adults: Discovering New Horizons Group (a 5-day residential program in the Grampian region of Scotland that offers mainly outdoor activities to individuals aged 50 or older); Video in Pilton 50 Group (a program teaching older adults to produce videos); and Pensioners Action Group East (a pensioner's group in Glasgow, Scotland that operates an education and information center for older adults). The case studies confirmed the model's validity as a tool for funders, policymakers, providers, and participants to use in evaluating local community-based initiatives. (Contains 11 references.) (MN)

ED 379 410   CE 068 015

Schuller, Tom; Bostyn, Anne Marie
Learning: Education, Training and Information in the Third Age. The Carnegie Inquiry into the Third Age. Research Paper Number 3.
PUB DATE- Sep 92
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Education; Educational Demand; Educational Needs; *Educational Objectives; Educational Policy; *Educational Practices; Educational Trends; Foreign

Georgia's Hiring Officials.
PUB DATE- 9 Dec 94
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Education; Comparative Analysis; *Employer Attitudes; *Geographic Location; Influences; *Information Needs; Personnel Selection; Questionnaires; *Resumes (Personal); State Surveys
IDENTIFIERS- Employer Surveys; Georgia (South); *Missouri (Northwest)

In 1991, Griffin and Anderson examined the preferences of a sample of South Georgia employees regarding resume content, appearance, and format. The Georgia study was replicated with a sample of 60 hiring officials from a variety of companies in northwestern Missouri to determine if geographic location is a factor in hiring officials' preferences regarding resume content, appearance, and format. The Missouri study had a 67% response rate (versus 92% for the Georgia study). The Missouri study included a metropolitan area, the Georgia study rural areas only. Hiring officials in both states expressed similar preferences regarding resume content, appearance, and format. The Missouri hiring officials rated 25 resume content items as most important and 8 content items as least important. A one- or two-page resume on white paper was preferred. Six content items were considered significantly more important by hiring officials from northwestern Missouri than from southern Georgia: address/telephone number of employing company, name of college, professional organization memberships, college athletic involvement, high school extracurricular activities, and birth place and birth date. It was recommended that business educators update their job application/resume curricula to reflect hiring officials' preferences and that similar studies be completed to ask hiring officials for their specific resume format preferences. (The survey instrument is appended.) (MN)

ED 379 430 CE 068 138

Inger, Morton
School-to-Work Programs in Postsecondary Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 5p.; Based on ED 369 923.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Apprenticeships; Associate Degrees; *Cooperative Education; Cooperative Programs; Corporate Support; Educational Certificates; *Education Work Relationship; *Partnerships in Education; Postsecondary Education; School Business Relationship; Student Certification; Two Year Colleges; *Work Experience Programs

School-to-work programs in postsecondary education have the potential to help young people find their first full-time jobs and acquire a capacity for learning while they work. Data show cooperative education students' wages are neither higher nor lower than those of non-co-op students. However, one evaluation

PUB DATE- 93
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Educational Change; *Educational Development; *Educational History; *Educational Policy; Federal Government; Foreign Countries; *Government Role; Labor Force Development; Postsecondary Education; Productivity; State Government; *Technical Education; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

Over the past 20 years, the increasing level of Commonwealth Government intervention in Technical and Further Education (TAFE) policies and programs has had a tremendous impact. The focus of these policies and interrelationships between the Commonwealth and states has changed from a humanistic to an economic and industrial relations approach. The Kangan report on TAFE in Australia, subsequent establishment of the TAFE Commission, and provision of Commonwealth funding in the 1970s had a dramatic effect on technical education in all states. Technical education under its new name TAFE has been recognized nationally as a distinct identity within the education spectrum. Both the quality and quantity of TAFE provision could be raised. For the first time, the Commonwealth has intervened in TAFE policy and practice. This last development has had a significant impact on TAFE over the past 15 years. Although in some respects it has resulted in a more national approach to TAFE, it still has not resulted in a standard structure or organization. The history of TAFE shows that the structures that have developed have been very closely related to the economic, geographic, and demographic needs and characteristics of each state and territory. The problems that governments need to resolve in the future and that will require the involvement of TAFE are high levels of unemployment and the need to improve productivity in industry. (References are listed at the end of each section.) (YLB)

ED 379 448 CE 068 248

Simmons, Virginia
Managing for Quality and Innovation. An Introductory Manual for Managers of Vocational Training Centres.
PUB DATE- 94
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Administrator Role; Adult Education; Change; *Change Strategies; Educational Finance; Financial Policy; Foreign Countries; Human Resources; Innovation; *Labor Force Development; Money Management; Personnel Management; Postsecondary Education; Program Administration; Secondary Education; *Strategic Planning; *Total Quality Management; *Vocational Directors; *Vocational Training Centers
IDENTIFIERS- Australia

This book focuses on the role of training managers in increasing the effectiveness of training activities through appropriate measures and providing them with information on the latest developments, theories, and strategies in training management. It is intended for use by heads, directors, administrators, and in the training phase also are important. Because this student has such severe problems, intense follow-up will be needed. Such follow-up will help handle problems promptly and encourage the employer to allow future job placements of students in the program. The document includes a task analysis checklist of the jobs performed by the student. (KC)

ED 379 467 CE 068 290

Lassibille, Gerard; Paul, Jean-Jacques
Access to Vocational Training in Three Sectors of the European Economy. Comparative Analysis. 2nd Edition. CEDEFOP Panorama.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Banking; Business; Comparative Analysis; Construction Industry; *Continuing Education; Corporate Support; Educational Finance; Electronics; Equal Education; Foreign Countries; *Job Training; Labor Force Development; Postsecondary Education; School Business Relationship; *Staff Development; *Vocational Education
IDENTIFIERS- European Community

This report presents findings of a study of the theoretical and practical methods of access to continuing vocational training. It summarizes six reports that compare the following: the construction sector in Spain, France, Italy, and Luxembourg; the banking, insurance, commerce, and administration sectors in Germany, Ireland, the Netherlands, and the United Kingdom; and the electricity and electronics sector in Belgium, Denmark, Greece, and Portugal. Part I uses a common approach to examine practices in each sector. Section 1 provides an overview of general background aspects such as economic features and the national legal framework for continuing training. Section 2 examines organization of continuing training: agreements between the social partners, initial training of employees, and role played by partners in the organization of continuing training. Section 3 examines continuing training practices, separating access to training from its actual conduct, validation, and links with careers. Part II draws conclusions and determines whether any sectoral practices actually exist. It reports that the construction sector seems fairly well organized; the banking and insurance sector has a well-structured training system; but continuing training seems less structured in the electricity and electronics sector. It also delineates the methodological limits of the approach and lays the foundations for a new framework for analyzing access to continuing vocational training. (YLB)

ED 379 468 CE 068 291

Schiersmann, Christiane; And Others
Continuing Education and Training Counselling Services in a Regional Frame of Reference. An Analysis of Cooperation Structures. First Edition. CEDEFOP Document.
PUB DATE- 93
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Continuing Education; *Cooperative Programs; Educational Cooperation; Educational Counseling; Foreign Countries; Job Training; Leaves of Absence;

the recent national system of vocational qualifications and other initiatives have promised to improve the level and consistency of training provision in the automotive industry, the main issue now facing individual dealerships remains that of finding the resources to invest in the level of training required to produce the skilled employees demanded by vehicle manufacturers, government standards, and market pressures. (Twenty-two tables are included.) (MN)

ED 379 485 CE 068 309

Pollet, Ignace; And Others
Training in the Retail Sector in the French and Flemish-Speaking Communities in Belgium. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 103p.; For reports on other countries, see ED 372 241-243, CE 068 310-314, and CE 068 318. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Corporate Education; *Distributive Education; Educational Improvement; Educational Needs; *Educational Trends; *Education Work Relationship; Employment Patterns; Foreign Countries; *Job Training; Labor Market; Merchandising; Personnel Management; Postsecondary Education; Private Sector; Recruitment; *Retailing; Sales Occupations; Secondary Education; Tables (Data); *Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- *Belgium

An international team of researchers studied the following aspects of training in Belgium's retail sector: structure and characteristics, institutional and social context, employment and labor, changing conditions and their implications for skill requirements, and training and recruitment. Data were collected from an analysis of social and labor/employment statistics, literature review, and case studies of a chain of 47 supermarkets with 2,000 employees (half are part-timers) and a company consisting of six chains (including 147 discount food stores, 45 supermarkets, and 6 restaurants) and employing approximately 8,800 individuals. In both cases, at least some systematic approach to planning training was evident. In the first case, permanent training initiatives focused primarily on product knowledge but also included some degree of training in marketing, customer service, and improved communication between departments. Training was planned/delivered internally through short courses offered in quick succession. In the second company, training focused on practical knowledge with some attention to "socio-normative" skills and was contracted from external providers on a yearly basis. Training was not linked to the national education system or any sectoral programs in either company, and neither company conducted any systematic evaluation of training costs and benefits. (Fifty-five tables/figures are included. Contains 28 references.) (MN)

ED 379 486 CE 068 310

van den Tillaart, Harry
Training in the Retail Trade in the Netherlands. Report for the FORCE Programme. First Edition.
PUB DATE- 93
NOTE- 90p.; For reports on other countries, see ED 372 241-243, CE 068 309-314, and CE 068 318. Cover title varies.
LANGUAGE- English

Education; *Speech Communication; *Speech Skills; *Student Projects; *Teaching Methods
IDENTIFIERS- *4 H Programs

This booklet was created to help students present their 4-H projects in the foods area. The guide contains information on making presentations, including the following: types of presentations, how to find and develop an idea, using visual aids, planning the work area for food demonstrations, equipment needed, preparing to give the demonstration, and tips on giving the presentation. An evaluation sheet for judges to use in scoring food presentations is also included in the booklet. (KC)

ED 379 505 CE 068 343

Scholl, Jan
Textile Science Leader's Guide. 4-H Textile Science.
PUB DATE- 94
NOTE- 11p.; For related documents, see CE 068 344-348.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clothing; Clothing Design; *Clothing Instruction; Design Crafts; Elementary Secondary Education; Extracurricular Activities; Home Economics; *Learning Modules; Needle Trades; Sewing Instruction; *Student Organizations; *Student Projects; *Teaching Methods; *Textiles Instruction
IDENTIFIERS- *4 H Programs

This instructor's guide provides an overview of 4-H student project modules in the textile sciences area. The guide includes short notes explaining how to use the project modules, a flowchart chart showing how the project areas are sequenced, a synopsis of the design and content of the modules, and some program planning tips. For each of the project modules the guide provides information on the skills and concepts taught and ideas for projects. Resources also are suggested. The textile science project modules cover the following topics: beginning areas (sew much fun, stitch by stitch, and sew much more); intermediate projects (knits, coordinates, accessories, sewing for other projects and people, time-saving sewing, and creating your own project); advanced (tailoring and formalwear); creative (design, closet connections, wardrobe planning, and clothes shopping); and textile arts (weaving, knitting, and crocheting). (KC)

ED 379 506 CE 068 344

Scholl, Jan
4-H Textile Science Beginner Projects.
PUB DATE- 94
NOTE- 24p.; For related documents, see CE 068 343-348.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Clothing; *Clothing Design; *Clothing Instruction; Design Crafts; Elementary Secondary Education; Extracurricular Activities; Home Economics; *Learning Activities; Needle Trades; *Sewing Instruction; *Student Organizations; Student Projects; *Textiles Instruction
IDENTIFIERS- *4 H Programs

This packet contains three 4-H projects for students beginning the sewing sequence of the textile sciences area. The projects cover basics of sewing using sewing machines, more difficult

Nations; Foreign Countries; *Literacy Education; *Program Implementation; *Program Improvement
IDENTIFIERS- *UNESCO

This document provides summaries of conference papers and discussions at a workshop focused on improving the quality of literacy education in developing countries. The workshop was attended by 20 project leaders and observers from 11 countries: Bangladesh, Cambodia, China, Costa Rica, India, Laos, Nepal, Pakistan, the Philippines, Sri Lanka, and Vietnam, as well as UNESCO officials. Following official greetings, election of officers, and adoption of an agenda and schedule, the following reports were presented, among others: "Policy and the Future Direction of the UNESCO Co-Action Learning Centre Programme" from the Viewpoint of NFUAJ National Federation of UNESCO Associations in Japan (Abdul Matin, Chair); "Activity Reports from Resource Persons" (Yoshio Osumi, Shinji Tajima, T. M. Sakya, Jan de Bosch Kemper); "Activity Reports from Project Representatives" (Supote Prasertsri, Ahmed Al-Kabir, Abdul Matin, Lawrence D'Souza, Jugnu Ramaswamy, N. P. Rimal, M. B. Rathnayaka et al.). The program also included discussion notes and information on regional exchange programs and homestay programs. Appendixes to the report include a list of participants, texts of greetings, provisional schedule for Nagoya Workshop, and messages to concurrent Education for All International Forums in India. (KC)

ED 379 529   CE 068 477

Walton, Shawn
Marketing in the Drugstore. Student's Manual. Answer Book/Teacher's Guide. Marketing Education.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 94
NOTE- 188p.; For a companion publication, see CE 068 478.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Ladders; Careers; *Distributive Education; Instructional Materials; Learning Activities; *Marketing; *Pharmacy; Postsecondary Education; Salesmanship; Sales Workers; Service Occupations; Service Workers; Teaching Guides
IDENTIFIERS- *Pharmacy Technicians

This student's manual and answer book/teacher's guide focus on the industry-specific information and skills needed by students who plan to enter, or who may already be receiving, drugstore-related training. They are companion publications to "Working in Pharmacies," which offers a more indepth look at the duties and responsibilities of the pharmacy technician. The student manual contains 13 assignments divided into these parts: beginning one's training, gaining product knowledge, applying marketing concepts, and employment opportunities. Each assignment consists of a list of objectives, informational material, summary, and review questions. The answer book/teacher's guide contains the following: suggestions for using the publication for independent study and classroom instruction; assignments and objectives correlated with Secretary's Commission on Achieving Necessary Skills (SCANS) competencies; SCANS competencies and skills; and answers to the questions found at the end of each assignment. Additional learning activities are provided for each assignment. Each activity follows this format: objective, background,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Change; Child Development; *Child Rearing; Counseling Techniques; Counselor Role; *Family Relationship; Group Counseling; *Parent Child Relationship; *Parent Education; Parent Influence; *Parenting Skills; Parent Participation

This article addresses the issue of providing education for parenting and reviews programs designed to meet the needs of parent groups. The programs reviewed and issues raised will assist those involved in conducting parent sessions to more effectively address the needs of participants and select helpful materials. Parent education is defined as educating parents in their role as caregivers. Parent courses can be aimed at numerous areas such as: (1) the nutritional and dietary needs of children; (2) care of mother's health prior to conception and during pregnancy; and (3) knowledge of children's changing requirements according to their developmental level. Methods of evaluating programs are offered along with some of the implications for parent training. Contains 33 references. (BF)

ED 379 549 CG 025 987

Varner, Jan
Career Maturity: Effects of Secondary School Co-operative Education.
PUB DATE- 94
NOTE- 60p.; Masters Research Paper, Wilfred Laurier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Development; *Career Education; *Cooperative Education; Experiential Learning; Foreign Countries; High Schools; High School Seniors; Interest Inventories; *Occupational Aspiration; School Guidance; Student Characteristics; *Vocational Maturity
IDENTIFIERS- Ontario

Career education programs, such as co-operative education, have been shown to influence career development. The purpose of this study was to investigate whether secondary school co-operative education had the benefit of enhanced career maturity, as measured by the Career Development Inventory. An experimental design called the Solomon four-group design was employed. This design entails randomly creating four comparable groups: control and experimental groups that undergo both pre- and post-tests and control and experimental groups that take a post-test only. The experimental groups consisted of select students randomly assigned to participate in first semester co-operative education, while the control groups consisted of those participating in second semester co-operative education. No statistically significant differences were evident between the experimental and control groups' pre- and post-test standard score changes. Students selected for co-operative education were noted as having started at a higher level of career maturity than the norming group. Another observation was that more students, with initial scores below the fortieth percentile, experienced the greatest change compared to those starting above the sixtieth percentile. While the results produced were non-significant, this design is suggested for use in further research. Further exploration of longitudinal evidence on the relationship between secondary school co-operative education and career maturity is encouraged. Contains

DESCRIPTORS- *Adolescents; Behavior Disorders; *Behavior Problems; Child Abuse; *Child Behavior; *Correlation; *Mental Disorders; Problem Children; *Sexual Abuse; Sexuality; Victims of Crime
IDENTIFIERS- *Sex Offenders; Sexual Violence

This study examined the prevalence and clinical correlates of sexually inappropriate behaviors in all youth treated at a tertiary care public sector psychiatric hospital over a 5-year period. A retrospective chart review was completed on 499 subjects. Subjects were grouped in four mutually exclusive categories: no inappropriate sexual behaviors (N=296), hypersexual (N=82), exposing (N=39), and victimizing (N=82) behaviors. Those with histories of sexually inappropriate behaviors had much higher rates of being sexually abused (82 percent versus 36 percent), and also had higher rates of physical abuse and neglect, behavior disorders, developmental problems, and family histories of antisocial behavior. However, they were less likely to have affective disorders than group members with no history of sexually inappropriate behavior. The hypersexual group contained a higher proportion of females and was associated, in part, with variables relating to sexual abuse and post-traumatic stress disorder. The more severe offending groups (exposing and victimizing) were associated with variables related to sexual abuse, developmental delays, lower IQ's, peer problems, and other acting-out behavior problems. These finding underscore the importance of evaluating for sexually inappropriate behaviors in seriously mentally ill youth, especially in those with histories of sexual abuse. (Author/RJM)

ED 379 569 CG 026 049

Reuben, David B.; Beck, John C.
Training Physicians To Care for Older Americans: Progress, Obstacles, and Future Directions.
SPONS. AGENCY- John A. Hartford Foundation, Inc., New York, NY.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aging (Individuals); Educational Gerontology; *Geriatrics; Gerontology; Graduate Medical Education; Graduate Medical Students; Health Personnel; Higher Education; Leadership; *Medical Services; *Medicine; Older Adults; *Physicians
IDENTIFIERS- Medically Underserved Areas; Medical Specialty Boards

This background paper, prepared by two members of the Institute of Medicine's Committee on Strengthening the Geriatric Content of Medical Education, addresses the progress made in physicians' geriatric and gerontological education. The report appears in six chapters. After a brief introduction on health care reform and medical education, geriatric medicine and geriatricians are discussed in chapter 2. Some of the topics examined here include the historical development of geriatrics, physician certification, and the utilization and financing of health services. Chapter 3 analyzes past efforts to develop geriatrics and explores increases in geriatric faculty, geriatric fellowship programs and residencies, continuing medical education, and obstacles to the development of academic geriatrics. Chapter 4 assesses the demand for geriatricians and faculty, while in chapter 5, some strategies to strengthen physicians' geriatrics training are presented. Some of these strategies include revised financial policies, the revamping of

Freeman, John Gregory; Balanchuk, Mary Lilian
Career World: Complete Student Kit and Facilitator's Manual.
SPONS. AGENCY- Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
PUB DATE- 94
NOTE- 264p.; Produced under the auspices of the Creation and Mobilization of Counseling Resources for Youth initiative (CAMCRY) initiative of the Canadian Guidance and Counseling Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Career Development; *Career Exploration; Career Guidance; *Careers; Foreign Countries; High Schools; Job Enrichment; *Job Satisfaction; Occupational Aspiration; *Personality Development; *Self Actualization; *Self Evaluation (Individuals); Vocational Interests; Work Attitudes
IDENTIFIERS- Canada; Self Awareness

This career education program for high-school students has been tested primarily with grade 11 students but is suitable for all students at the high school level. The program consists of five modules and a facilitator's manual--the student kit contains the five modules: (1) Self-explorations; (2) occupational choices; (3) supports for success; (4) breaking the barriers; and (5) lifestyle choices. The program's purpose is to promote student responsibility for both learning and attitudes by teaching students how to apply problem-solving skills to various situations. Through introspection and self-analysis, students learn not only to understand their needs and expectations from life, they also see how their attitudes and experiences affect their relationships with others. The book provides students with ample opportunities to expand their knowledge of occupations, while giving them a variety of strategies to focus their search. Experiential activities allow students to explore their interests, skills, values, and supports. Students learn to assess their perceptions about stereotyping and its effects. Role play, scenarios, and case studies allow students to see issues from different perspectives. Students learn to recognize inequities and see them as something that can and should be overcome. Students are encouraged to keep a journal during this process. The facilitator's manual parallels the student modules. It provides an overview to each major topic and offers discussions of useful teaching techniques for the program topics. (RJM)

ED 379 589 CS 011 546

Smith, Carl B., Comp.
Parents as Tutors in Reading and Writing. Learning Package No. 51.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 153p.; All materials extracted from non-ERIC publications are reproduced with permission. Portions contain small or broken print. For Learning Packages 1-50, see ED 333 367-416; for Learning Packages 52-54, see CS 011 547-548 and CS 214 450.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected

as secondary mathematics teachers. Data included interviews, observations, and written materials from the subjects' preservice and student teaching experiences. Results indicated: (1) during student teaching, subjects' practice was substantially different from their beliefs concerning the use of content literacy strategies expressed at the start of the study; (2) differences appeared related to influences of cooperating teachers, perceived student needs, and curricular materials; (3) several student teachers expressed strong beliefs about appropriate instruction for students placed in differing ability groupings; and (4) an important aspect of belief which emerged relates to definitions of reading and writing in mathematics--several of the student teachers thought their students were not reading, when in fact they were solving written problems, making and reading graphs, etc. (RS)

ED 379 608 CS 012 006

Mickel, Vesta; Goerss, Betty
Using Thematic Units To Teach Content Reading Subjects.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Content Area Reading; Educational Trends; *Instructional Development; Integrated Activities; Interdisciplinary Approach; Intermediate Grades; Secondary Education; *Thematic Approach; *Units of Study
IDENTIFIERS- *Content Area Teaching; Trade Books

The trend in many classrooms is to move away from using a single textbook in content area classrooms and move toward the use of various works of children's literature integrated with and related to a content-area topic. Instead of using a single discipline approach, teachers should use a multidisciplinary approach in which several subject areas can be integrated using a central theme. Although textbooks provide helpful organization features for reading, their "dry" collection of facts many not motivate students to read. In most cases the teacher designs thematic units which provide opportunities for the students to read extensively in trade books related to the chosen topic. Thematic units can be effectively used at the middle and upper grades because at these levels the content subjects, especially social studies, math, and science have specific concepts to be learned. Thematic units developed by the teacher need to include content area information which will allow students the opportunity for an in-depth learning of specific information. Teachers can develop the units themselves, or the teachers can brainstorm (perhaps using a webbing technique) with students on how skills can be mastered. Interdisciplinary units (which are even more time consuming than a thematic unit) may be organized by using a block plan. Experiences in using thematic units has led to the conclusion that these units offer students the motivation and interest in learning content subjects. (Contains 25 references, a web outline, and a block plan for a unit on weather.) (RS)

ED 379 609 CS 012 007

McKeown, Margaret; And Others
Getting Inside Meaningful Classroom Discourse.
PUB DATE- Nov 94

Mean a Lot to Little Girls?" (Anne Haas Dyson); "Word Recognition" (S. Jay Samuels); "Becoming Literate through Authentic Tasks: Evidence and Adaptations" (Elfrieda H. Hiebert); "Comprehension of Text Structures" (P. David Pearson and Kaybeth Camperell); "Learning to Learn from Text: A Framework for Improving Classroom Practice" (Robert J. Tierney and P. David Pearson); "Problem-Solving Schema with Question Generation for Comprehension of Complex Short Stories" (Harry Singer and Dan Donlan); "A Dual Coding View of Imagery and Verbal Processes in Reading Comprehension" (Mark Sadoski and Allan Paivio); "Research in Reader Response, Naturally Interdisciplinary" (James R. Squire); "Readers as Writers Composing from Sources" (Nancy Nelson Spivey and James R. King); "Metacognition and Executive Control" (Ruth Garner); "Instructing Comprehension-Fostering Activities in Interactive Learning Situations" (Ann L. Brown and others); "Toward a Theory of Automatic Information Processing in Reading, Revisited" (S. Jay Samuels); "Modeling the Connections between Word Recognition and Reading" (Marilyn Jager Adams); "The Substrata-Factor Theory of Reading" (Harry Singer); "A Cognitive Process Theory of Writing" (Linda Flower and John R. Hayes); "Reading as a Meaning-Construction Process: The Reader, the Text, and the Teacher" (Robert B. Ruddell and Norman J. Unrau); "The Transactional Theory of Reading and Writing" (Louise M. Rosenblatt); "Reading, Writing, and Written Texts: A Transactional Sociopsycholinguistic View" (Kenneth S. Goodman); "Parallels between New Paradigms in Science and in Reading and Literacy Theories: An Essay Review" (Constance Weaver); and "Literacy as Curricular Conversations about Knowledge, Inquiry, and Mortality" (Jerome C. Harste). (RS)

ED 379 627 CS 012 026

Bradley, Mimi
Common Texts, Uncommon Interpretations: How Texts and Interactions Shape Performance.
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Communication Research; Discourse Analysis; Ethnography; Grade 6; Group Behavior; *Group Dynamics; Intermediate Grades; Interpersonal Communication; *Reader Response; Reading Research
IDENTIFIERS- Communication Behavior; Small Group Communication

An ethnographic study explored how small groups of student readers interacted in a classroom over time to interpret short stories assigned by a teacher. For five weeks, eight sixth-grade volunteers met on consecutive Fridays in two separate face-to-face discussion groups to read, discuss, rewrite, and perform a short story as a play. Primary data were transcripts of participant talk recorded during the five meetings and during performance. Transcripts of talk were analyzed using a discourse analysis system. Results indicated that the fragmented nature of group 1's day-to-day social interactions was reflected in and reflected the fragmented nature of the interpretive texts created by group 1 participants, while the cohesive nature of group 2's day-to-day social interactions was reflected in and reflected the coherence in the interpretive texts created by group 2 participants. Findings make visible variety of thematic units of study and interdisciplinary units across the curriculum. Problems with moving toward using trade books include lack of time for inservice teachers to plan lessons and the departmentalization of schools, which hinders the development of interdisciplinary units. However, the positives for students are worth the time and effort of the teachers. (Contains 14 references. A 23-item bibliography of children's literature is attached.) (RS)

ED 379 650 CS 012 058

Campbell, Tim K.
Becoming Autonomous: What Research Suggests and How Autonomy Can Be Facilitated in Secondary Reading Programs.
PUB DATE- 4 Nov 94
NOTE- 10p.; Paper presented at the Annual Meeting of the College Reading Association (38th, New Orleans, LA, November 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Content Area Reading; Literature Reviews; *Metacognition; *Personal Autonomy; Reading Programs; *Reading Research; *Reading Strategies; Secondary Education; Teaching Methods
IDENTIFIERS- Reading Behavior

The concept of autonomy can help secondary reading teachers help their students to become better readers and users of text. Research indicates that many students in content areas do not know how metacognitive strategies can be implemented so that students can become autonomous. Practical suggestions for helping readers become autonomous include modeling, risk-taking, time allotment, and purpose for reading. Reading educators need to realize that not only can autonomy be facilitated, but they can act on the effectiveness of autonomy and help their students become truly autonomous. (Contains 11 references.) (RS)

ED 379 651 CS 012 059

Mahurt, Sarah Fleming
Teacher in Transition: A Model of One Teacher's Change Process.
PUB DATE- 3 Dec 94
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Change Strategies; Elementary Education; Literacy; Models; *Teacher Attitudes; Teacher Education; Whole Language Approach
IDENTIFIERS- Teaching Research

Change in teaching practice is a popular theme in literacy education. A case study examined the nature of the change process in a teacher in a large Caribbean island school district who made a personal decision to change instructional practices from skills-based methods to whole language methods. Through data collection and analysis, a metaphor, "roller coaster," emerged to describe the teacher's change process. One major theme, "personal ambition," materialized through analysis, and subthemes that supported personal ambition clustered into a three-stage model. First, "dissatisfaction"

Post-Conviction Press, 1913-1915" (Jill J. Cohen); "Banana-Peel Journalism: P. S. Lovejoy and the Fight for the Cutover, 1919-1923" (James Kates); "Presidents Madison and Monroe and the Party Press in Transition, 1808-1824" (David R. Davies); "Who's the Boss?: The Influence of Black Women Journalists of 'Ringwood's Journal'" (Bernell E. Tripp); "The 'Big Six' and Muckraking: Re-examining 'Exposure Journalism'" (Kathleen L. Endres); "Historical Perspective in Magazine Design: The Need to Go Forward into the Past in a Technological Age" (Carol E. Holstead); "A Brief History of the Environmental Movement in the United States: Mass Media and Social Forces" (Mark Neuzil); "The Rip Rap Shoal Story: First Precedent for Revealing the Identity of a Journalist's Source" (Robert L. Spellman); "'Treason's Biggest Victory': How the National News Magazines Covered the 1957 Supreme Court 'Red Monday' Cases" (Bradley J. Hamm); "African Americans and the White-Owned Mississippi Press: An Analysis of Photographic Coverage from 1944 to 1984" (Susan Weill); "Mississippi Journalists, the Civil Rights Movement, and the Closed Society, 1960-1964" (David R. Davies); and "Somebody Out There Is Listening: The WOR Radio Broadcasts of Mary Margaret McBride" (Beverly G. Merrick). (RS)

ED 379 670 CS 214 741

Proceedings of the American Journalism Historians' Association Conference (Roanoke, Virginia, October 6-8, 1994). Part II.
PUB DATE- Oct 94
NOTE- 603p.; For 1993 Proceedings, see ED 367 975-977. For part I of the 1994 Proceedings, see CS 214 740. Mary M. Cronin's paper is missing page 29 (part of the reference list).
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- Codes of Ethics; *Colonial History (United States); *Films; Foreign Countries; Freedom of Speech; *International Communication; *Journalism History; *Newspapers; Periodicals; Policy Formation; Propaganda; Vietnam War; World War II
IDENTIFIERS- Black Press; Fairness Doctrine; Foreign Language Press; Internal Revenue Service; *Media History; *Womens Suffrage

The second part of the proceedings of this conference of journalism historians contains the following 21 papers: "The First Information Revolution" (Irving Fang); "The 'Andromeda Strain' Phenomenon: Mutating Systems and International Communication Policy" (Eliza Tanner); "Guns or Butter?: Black Press Editorial Policy toward the Vietnam War" (William J. Leonhirth); "Print Journalism in Mexico: From Printing Press to Revolutionary Press, 1536-1821" (Victoria Goff); "Combatting Economics and the Print Advertising Trend during World War II: IRS Tax Rulings and the War Bond Drives" (Edward E. Adams and Rajiv Sekhri); "Justice, Progress, and a Preserved Republic: Benjamin Orange Flower and the Arena" (Mary M. Cronin); "Mark Fowler and the Fairness Doctrine: An Analysis of Speeches and Articles 1981-1987" (Jan H. Samoriski); "American Film Propaganda in Revolutionary Russia" (James D. Startt); "Milton Caniff: A Summing Up" (Lucy Shelton Caswell); "Campbell's 'Boston News-Letter': Some Not-So-Boring Sheets of News" (Alan Neckowitz); "Defining the American Heroine Women of Godey's 'Lady's Book'" (Janice Hume); "Cultural Politics and the Press in the Third Republic" (Andre Spies); "The General Circulation Press as a Tool for Propaganda: The Wisconsin Suffrage Movement, 1910-1919" (Elizabeth V. Burt); "Women in the News: A Look at the Presentation of American Women in News Magazines

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Experiential Learning; Higher Education; *Mass Media Role; Professional Development; *Skill Development; *Student Motivation; Student Needs; *Television; *Undergraduate Students
IDENTIFIERS- Pepperdine University CA; Play Theory; *Television Production

Television production is a complicated task. It requires advanced technical skills and abilities, as well as tremendous creative input. It requires an outlying of time by an individual to learn the skills and implement the creative ideas he or she might have for a television show. A study examined the perceptions of 30 students who were highly involved in creating student television programming at Pepperdine University. The students interviewed were not receiving scholarship funding, work study, or class credit for their production work. The study sought to determine what motivates these students to devote so much time and energy to producing television shows without visible rewards, by analyzing their perceptions regarding their efforts. The study employed a qualitative methodology, analyzing in-depth interview responses to develop perception "themes." In addition, in-studio participant observation data was collected using field notes. Results reaffirm previous research that indicates "play" is a medium perceived by students for learning production skills. In addition, the perception of learning is enhanced by student productions that exhibit qualities of flow experience. Therefore, the challenge for any academic instructor is to integrate experiences that can cause discoveries to be made by the student. This is not to say that conventional teaching methods should not be used but that they should be integrated with new experience-oriented approaches. (Contains 72 references.) (Author/TB)

ED 379 690 CS 508 806

Hillmer, Barbara Hoehn; Blubaugh, Jon A.
SYMLOG in the Communication Classroom: Applications for Small Group Communication Behavior Awareness.
PUB DATE- Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Group Dynamics; Higher Education; Skill Development; *Speech Communication; Student Needs; *Theory Practice Relationship; Undergraduate Students
IDENTIFIERS- Applied Communication; Communication Behavior; *Small Group Communication; *SYMLOG Coding System

The development of skills for group evaluation and facilitation in today's team environment is an essential component of the learning process for the student of communication. Until recently there has been no integrated model for the consideration of small groups and teams that incorporated findings from psychology, social psychology, management and communication SYMLOG (SYstem for the Multiple Level Observation of Groups), developed by Robert F. Bales and his colleagues, provides this multidisciplinary approach and has of cybernetics are reviewed along with salient constructs, such as goal-seeking, feedback, feedback rules, and operating rules. The paper then offers an overview of chaos theory, focusing on the four tenets of chaotic systems: (1) seemingly random behavior; (2) sensitivity to initial conditions; (3) mixing in finite time; and (4) underlying order. A discussion of the integration of cybernetics and chaos is then offered in the paper. The paper next examines the shared characteristics of cybernetics and chaos, and the paper proposes a new model of communication called cyberchaos. According to the paper, the cyberchaotic model could be applied to decision making groups because (1) information is central to such groups; (2) the structure of decision making is complex; and (3) scholars have identified patterns of convergence and divergence within decision making groups. The paper also discusses 10 principles of cyberchaos. Following the description of the model, the paper advances an argument regarding the use of cyberchaos to detect complex information patterns in decision making groups. Contains a table and 43 references. (RS)

ED 379 708 CS 508 827

Crawford, C. B.
Analysis and Recommendations Regarding the Judging Philosophy Statements Used in the Cross Examination Debate Association.
PUB DATE- Nov 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; *Judges; Speech Communication; Student Participation
IDENTIFIERS- Cross Examination Debate Association; *Judge Philosophy Statements; National CEDA Tournament; National Debate Tournament; Paradigm Shifts; *Text Factors

The judging philosophy form has been in use at the CEDA National Tournament since 1987, and its use at the NDT has been a mainstay for quite some time. The judging philosophy statement is a document listing a series of topic areas or common issues on which the prospective judge is to elaborate so his or her views will be known to the debate participants. Several concerns, however, have been raised about the philosophy forms. First, the coaches and students who read the statements may interpret them differently than the judge intended them. Second, being influenced by peer pressure, judges do not accurately record their prejudices and preferences. Third, the use of paradigms as the focus of the forms is dubious since judges do not necessarily follow them, nor do they apply to all debate rounds. To address some of these criticisms, the form should be revised. Information about the judges' experience should remain. Since the paradigm is creating much of the problem, it should be replaced. The form could call for broader paradigms; or alternatively, it could not call for any. Also, the form should focus not just on theory but also on specific topics under discussion; a judge's specific prejudices are important. Students should be part of the process of designing these forms. The forms should also be mandatory and available to coaches and debaters as soon as possible. Contains 10 references. (TB)

ED 379 709 CS 508 828

an outgrowth of the Educational Intern program conducted by the National Training Laboratory (NTL) Institute for Applied Behavioral Science. The set includes the following packets: (1) Instructional Strategies for Senior Trainers; (2) Collection of Exercises for Trainers; and (3) Instructional Strategies and Papers for Group Process Skills. (AA/TE)

ED 379 727 EA 020 403

Pino, Rene F.; Emory, Ruth P.
Preparing Educational Training Consultants: Consulting. PETC-II. (Instructional Strategies and Participants Materials.)
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Jan 76
NOTE- 263p.; Best copy available. For PETC-I, see EA 020 402.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Agents; *Change Strategies; *Consultation Programs; Elementary Secondary Education; Organizational Communication; *Organizational Development; Public Schools; *Training Methods
IDENTIFIERS- *Preparing Educational Training Consultants

Designed to train consultants to apply differential diagnostic techniques and intervention strategies in helping a client system move through phases of an improvement effort, this manual provides and outlines the steps necessary to accomplish this goal. A differential diagnostic matrix for diagnosing problems in human systems is introduced. The consultant will be trained to form a temporary relationship with the client system to add, or strenghten, a function needed to realize a value or to attain a goal. The training is planned for 9 full days and is divided into 3 separate sections. This program includes the following topics: introduction to skills, team building, improving communications, goal setting, diagnosing problems, identification and utilization of resources, and skill training for groups. Activities, worksheets and references are included in the manual. (LMS)

ED 379 728 EA 026 218

Conley, David T.; Goldman, Paul
Facilitative Leadership: How Principals Lead without Dominating.
PUB DATE- Aug 94
NOTE- 52p.; Based on the chapter "Ten Propositions for Facilitative Leadership" in Joseph Murphy and Karen Seashore Louis' 1994 book, "Reshaping the Principalship."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; Administrator Responsibility; Administrator Role; Adoption (Ideas); Change Agents; *Change Strategies; Educational Improvement; Elementary Secondary Education; Interpersonal Relationship; *Leadership Qualities; *Leadership Styles; *Occupational Information; Organizational Climate; *Participative Decision Making; *Principals; Public Schools; Resistance to Change; School Restructuring
IDENTIFIERS- *Facilitative Leadership

"Facilitative leadership" may be defined as the ability of principals to lead without controlling, while making it easier

*State Action; State Programs; *State Standards
IDENTIFIERS- *Colorado

This publication reports on the general condition of K-12 education in the state of Colorado. It summarizes current efforts to restructure the educational system based on student and national goals, and provides information on Colorado's educational performance, school district personnel, and major state programs. Section 1 describes the need for establishing standards, what they look like, and how they are being set. Section 2 describes the National Education Goals and provides examples of local effort to meet them. The third section offers information on the state's educational performance, including academic achievement, high school graduation rates, and participation in postsecondary education. A school-age demographic profile is offered in the fourth section. Section 5 presents information on educational personnel, including school district employees and teacher certification. Section 6 describes Colorado's educational system and programs. Five tables and 58 figures are included. (LMI)

ED 379 747   EA 026 485

Hitz, Randy, Ed.; Chambers, Keith, Ed.
Public Education Policy Issues in Montana.
SPONS. AGENCY- U.S. West Foundation.
PUB DATE- Jan 95
NOTE- 157p.; Also sponsored by the Burton K. Wheeler Center.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); Cooperative Education; Cooperative Programs; Educational Facilities; Educational Facilities Improvement; Educational Technology; Elementary Secondary Education; Integrated Services; Special Needs Students; *State Action; *Statewide Planning
IDENTIFIERS- *Montana

This document contains articles that address six major issues affecting Montana public education. The issues were selected by an advisory group comprised of representatives from professional education organizations, state agencies, the legislature, and business. Each of the articles, written by members of the advisory group, contains an executive summary, an overview of the national picture, and a description of Montana's status in that area. Recommendations and implications for policymakers are also offered. The articles include: (1) "School Accreditation and Charter Schools: A Natural Bridge or an Unattainable Gulf?" (Claudette Morton); (2) "School-Linked Integrated Services" (Paula Butterfield and Billie Warford); (3) "Inclusion of Special Needs Students" (Kathy Kelker); (4) "School Facilities" (Jerry Lowe and Gary Griffith); (5) "Technology in Education" (Janis Bruwelheide); and (6) "School-to-Work Programs" (Jane Karas and John Baldridge). References accompany each article. (LMI)

ED 379 748   EA 026 489

Johnson, Bob L., Jr.
On Principals and the Enacting of External Environments.
PUB DATE- Oct 94
NOTE- 45p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994). Tables 5 and 6 contain small type.
LANGUAGE- English

perspectives on OBE's potential promise and problems. In "Organizing for Results: The Basis of Authentic Restructuring and Reform," William G. Spady contends that the time-based structure prevalent in education favors administrative custody and convenience over student mastery. He offers OBE as an alternative model, outlining the principles and premises of the system, and presenting it as a blueprint for restructuring. In "Perspectives and Imperatives: Some Limitations of OBE," Jim McKernan argues that the notion of predetermined outcomes is antithetical to the nature of education, which he considers to be process-oriented and exploratory. He offers an alternative model that is more compatible with his concept of a liberal education. Gwennis McNeir, in "Outcomes-Based Education: Tool for Restructuring," clarifies the concept of OBE, explores the primary objections, and identifies elements that educators believe are crucial to its successful implementation. In "One District Learns About Restructuring," Charles E. Sams and Randy Schenkat describe how moving to an OBE model was the missing piece in a restructuring process in their district that included innovation but lacked a clear purpose. Kathleen A. Fitzpatrick provides an indepth account of how her district successfully implemented an OBE system, in "Restructuring To Achieve Outcomes of Significance for All Students." She offers examples of how to draft visionary outcomes, develop performance indicators, and shift instructional focus to match OBE guidelines. (LMI)

ED 379 766 EA 026 510

McGee, Jerry C.; Knowles, N. Jane
Crime in the Schools: One Solution in Texas.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Crime; *Crime Prevention; Elementary Secondary Education; Juvenile Gangs; Law Enforcement; *Police; Sanctions; School Safety; *School Security; *Security Personnel; *Social Control
IDENTIFIERS- *Aldine Independent School District TX

This paper describes how one Texas school district, the Aldine Independent School District (ISD), created its own police department as an effort to control school-related crime. Formed in 1990, the Aldine Police Department (ADP) entitles officers to issue citations to students or make arrests according to their assessment of the situation and with their supervisor's approval. Citations usually involve a $200 fine for which parents are responsible or student performance of community work. The APD also sponsors community and student awareness programs. An APD report for one unspecified month indicates that the Department handled 256 cases, for which the greatest numbers of violations involved alarm responses (N=47) and miscellaneous (N=62). Out of 54 citations for that month, 22 were traffic-related and 19 were for disruption of classes. Area business owners and the police chief view the program as effective. A list of questions to be considered prior to creation of a district police department are posed, with a focus on responsibilities and evaluation. Copies of violation and warning forms are included. (LMI)

ED 379 767 EA 026 511

Schools. Revised Edition.
PUB DATE- 94
NOTE- 355p.; Foreword by Donald M. Stewart.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Grouping; *Access to Education; Educational Discrimination; Educationally Disadvantaged; *Educational Opportunities; Elementary Secondary Education; *Equal Education; High Risk Students; *Nondiscriminatory Education; Racial Discrimination; Sex Fairness; Standardized Tests; State Government; Track System (Education)

This book presents a collection of essays by education researchers and practitioners about issues of educational equity and excellence. The authors examine the problem of failure in schools and describe the various curricular and structural factors that block access to an equal and quality education for all students. Chapters are entitled: (1) "Common Schools for the Common Weal: Reconciling Self-Interest with the Common Good" (John I. Goodlad); (2) "Home, School, and Academic Learning" (James P. Comer); (3) "Demographics of Disadvantage: Intensity of Childhood Poverty and Its Relationship to Educational Achievement" (Martin E. Orland); (4) "Overcoming Racial Barriers to Equal Access" (John U. Ogbu); (5) "Striving for Sex Equity in Schools" (Pamela Keating); (6) "Being At-Risk in School" (Virginia Richardson and Patricia Colfer); (7) "Last Things First: Realizing Equality by Improving Conditions for Marginal Students" (Robert L. Sinclair and Ward J. Ghory); (8) "Misunderstanding and Testing Intelligence" (Asa G. Hilliard III); (9) "Equal Access to Quality in Public Schooling: Issues in the Assessment of Equity and Excellence" (Kenneth A. Sirotnik); (10) "Tracking and Ability Grouping: A Structural Barrier to Access and Achievement" (Jeannie Oakes and Martin Lipton); (11) "School Renewal: Taking Responsibility for Providing an Education of Value" (Suzanne Soo Hoo); (12) "Enhancing Access to Knowledge through School and District Organization" (Carol Wilson and Lance Wright); (13) "Teacher Quality and Equality" (Linda Darling-Hammond with Joslyn Green); (14) "Educators for a Truly Democratic System of Schooling" (Charles M. Hodge); (15) "Political Limits to an Education of Value: The Role of the State" (Jose A. Cardenas); (16) "Ability Grouping: On the Wrong Track" (Robert E. Slavin and Jomills H. Braddock III); (17) "Learning to Teach an Untracked Class" (Joan Kernan Cone); (18) "Closing the Gender Gap: What's Behind the Differences in Test Scores, What Can Be Done About It" (Susan H. Murphy); (19) "Gender Equity in the Classroom" (Myra Sadker, David Sadker, Lynn Fox, and Melinda Salata); and (20) "Retrospect and Prospect" (John I. Goodlad). An index is included. (LMI)

ED 379 786   EA 026 535

Walker, Dean
School Violence Prevention. ERIC Digest, Number 94.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Role; Antisocial Behavior; Behavior

figures, and 8 tables are included. Contains 38 references. (LMI)

ED 379 805 EA 026 563

Freeman, Jayne
What's Right with Schools.
PUB DATE- Oct 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; College Bound Students; Comparative Analysis; Cross Cultural Studies; Dropout Rate; *Educational Quality; Elementary Secondary Education; High School Graduates; *Outcomes of Education; Performance; *Public Education; Standardized Tests; Test Score Decline

Many Americans share the belief that public education is in crisis; however, a number of researchers have challenged that assumption. This document examines what research reveals about public education in the United States and its students. Further, it distinguishes the areas in which education can affect children from the areas that lie beyond the control of education. Finally, it describes exemplary programs from around the country. The first two chapters offer analyses of SAT scores and achievement test scores in reading, mathematics, social studies, and science. Chapter 3 looks at comparisons between U.S. students and those of other countries. The fourth chapter discusses students attending and completing college, and examines the arguments for and against providing a college education for a large segment of the population. Types of dropout rates and an analysis of them are provided in chapter 5. The sixth and seventh chapters describe the preparation of students for the workplace and the role of the school in dealing with societal problems. The final chapter offers examples of some school programs that emphasize intervention; provide a sense of focus; provide a safe, caring environment; prepare non-college-bound students for careers; and offer integrated services. A four-page Bulletin in Brief, "What's Right with Schools," two tables, and seven figures are included. Contains 45 references. (LMI)

ED 379 806 EA 026 564

Sperry, David J.; And Others
Educator Evaluation and the Law: Confusion in Purpose. Policy Studies in Education.
PUB DATE- 1 Oct 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Evaluation Problems; *Evaluation Utilization; Faculty Evaluation; Instructional Effectiveness; Reliability; *State Legislation; Teacher Behavior; *Teacher Evaluation; Validity
IDENTIFIERS- *Utah

Many states have a disconnected body of laws regarding educator evaluation. Uncoordinated legislation can create problems with respect to evaluation, appropriate standards and methods to be employed, and implementation strategies. This paper describes Utah's educator-evaluation legislation to illustrate this retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbances, orthopedic impairments, other health impairments, specific learning disabilities, multiple disabilities, autism, and traumatic brain injury. (DB)

ED 379 824 EC 303 697

Lalonde, Florence
Prevention of Disabilities. SSTA Research Centre Report, #94-07a.
PUB DATE- Oct 94
NOTE- 109p.; This report and "Prevention of Disabilities Program for Grades 7-8-9," (see EC 303 698) are a summary of a graduate student project entitled "Prevention of Disabilities: A Grade 7-9 Program To Encourage the Prevention and Amelioration of Disabling Conditions."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitude Change; Costs; *Course Content; *Curriculum Development; *Disabilities; Etiology; Junior High Schools; Knowledge Level; *Prevention
IDENTIFIERS- Attitudes toward Disabled; Saskatchewan

This review of the literature on disabilities considers: (1) their effect on individuals, families, and society; (2) their causes; and (3) their prevention. Individual subsections address such aspects as defining disabilities; causes of disabilities at various stages of the life cycle; emotional, social, legal, and practical aspects of effects of disabilities; defining the prevention of disability; current primary, secondary, and tertiary prevention efforts; and the cost of prevention. The paper concludes with a rationale and description of a program to instruct students in grades 7 to 9 about prevention and amelioration of disabilities. This program has been designed to be taught as an independent course but can also be incorporated into a family life curriculum. Each grade's teaching module contains a unit of general information about disabilities, a unit to encourage positive attitudes toward people with disabilities, and a unit about methods for preventing disabilities. Appendices provide addresses for obtaining related instructional materials and cost figures for services to people with disabilities in Saskatchewan (Canada). (Contains 93 references.) (DB)

ED 379 825 EC 303 698

Lalonde, Florence
The Prevention of Disabilities Program for Grades 7-8-9. SSTA Research Centre Report, #94-07b.
PUB DATE- Oct 94
NOTE- 266p.; This report and "Prevention of Disabilities," (see EC 303 397) are a summary of a graduate student project entitled "Prevention of Disabilities: A Grade 7-9 Program To Encourage the Prevention and Amelioration of Disabling Conditions."
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- Curriculum; Definitions; *Disabilities; Etiology; Grade 7; Grade 8; Grade 9; Incidence; Instructional Materials; Junior High Schools; Knowledge Level; Learning Activities;

study found that economic disincentives were but one manifestation of the larger reality of wholesale segregation of persons with disabilities from mainstream society. The report concludes with the strong recommendation that Illinois fund special education with a single formula tied to school district membership and that the dollars be sent directly to school districts, which should be held responsible for achieving students' Individualized Education Plans. Alternative recommendations are also offered to reduce existing financial disincentives. Appendices include a list of districts and cooperatives visited, data on children in placement at private facilities, data on the special education population distribution, placement data, and data on grants and reimbursements. (Contains 69 reference notes, 32 tables, and 7 figures.) (DB)

ED 379 844 EC 303 717

Special Education Annual Report, 1993-1994.
PUB DATE- 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Delivery Systems; *Disabilities; Early Childhood Education; Elementary Secondary Education; *Enrollment; Federal Aid; Financial Support; Gifted; Incidence; Private Schools; Public Schools; *Special Education; Special Education Teachers; State Aid; *State Programs; Student Placement; Tables (Data); Talent
IDENTIFIERS- *North Dakota

This annual report from North Dakota describes enrollment, programs, funding, and special projects statewide in special education for the 1993-94 school year. During the year, 12,435 students with disabilities, ages 0-21, received special education services in the state. Of these, 12,180 were served in public schools and 255 students were served in state-operated programs. These numbers indicated a slight reduction over the previous year. Programs for gifted and talented students served 1,597 students (substantially more than during the previous year). Funding was provided to special education units through Chapter 1 of the Education Consolidation and Improvement Act, Part B of the Individuals with Disabilities Education Act (IDEA), and state special education funds. A summary statement provides information for the state as a whole on numbers of students served (by disability and age), numbers of teachers, funds expended and their sources, numbers of schools, and screening activities. The same information is then provided for each of 31 local special education units and for nine state-operated programs in public and private schools. Brief status reports are provided on the IDEA-B Advisory Committee, technical assistance and inservice activities of the Mountain Plains Regional Resource Center, special grants, and North Dakota programs for gifted and talented students. (DB)

ED 379 845 EC 303 718

Archambault, Francis X., Jr.; And Others
Regular Classroom Practices with Gifted Students: Results of a National Survey of Classroom Teachers. Research Monograph 93102.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93

identification, legal mandates, assessment, school-based strategies, home-based strategies, medical interventions, transition, and collaboration and communication. Six recommendations emerged from the task force activities: (1) develop a document which addresses awareness and training needs; (2) create and implement an inservice and preservice training program; (3) provide opportunities for parents to attend conferences and training sessions which focus on effective collaboration, legal rights, and advocacy; (4) designate a professional staff member to coordinate student services and staff development; (5) provide transition planning; and (6) designate regular planning time for collaborative teamwork among the professionals involved. Twenty-three appendices include handouts for parents, checklists, lists of teaching strategies and student characteristics, information resources, a model district policy, information on medication, and an ADHD rating scale. (DB)

ED 379 863   EC 303 736

Preschool Contracting: A Technical Assistance Guide. Revision.
PUB DATE- Apr 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Compliance (Legal); *Contracts; Cooperative Programs; *Disabilities; Educational Legislation; Preschool Education; Program Development; School Districts; State Legislation; *State Standards
IDENTIFIERS- *Kentucky

This document presents information needed for development of contractual or cooperative arrangements between local school districts and other agencies and programs in Kentucky in order to better serve preschool children who are at risk of educational failure or who have identified disabilities. After an introductory section, the Preschool Contracting Approval Process is summarized, with emphasis on the processes of authorizing a preschool agency as a contractor and overseeing preschool contracts. Six sequential steps in the contracting process are detailed, ranging from district and agency identification of a need to work together, to actual service provision based on the approved contract. Components of a contract or cooperative agreement under Kentucky law are outlined. A chart compares the roles and responsibilities of local school districts and preschool contractors. Appendices include an application for approval to contract preschool services, an outline of the Individualized Education Program process, and a sample preschool contract. (DB)

ED 379 864   EC 303 737

Repetto, Jeanne B.; And Others
The Relationship between Dropout Prevention and Transition for Secondary School Students with Mild Disabilities. Monograph No. 1993-R1.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 93
NOTE- 60p.; A product developed by Project RETAIN: Retention in Education Technical Assistance and Information Network, a part

Countries; Futures (of Society); Higher Education; Information Needs; Information Services; *Middle Aged Adults; *Older Adults; Participation; Policy Formation; Training
IDENTIFIERS- *Informal Education; *United Kingdom

This report, one of a series of nine studies examined key issues in education and training (E&T) and access to information among adults aged 50 in the United Kingdom. Various statistical sources, existing literature, and several small-scale field studies were used to examine current participation of older adults in formal and informal E&T, future demand for E&T, contributions and costs of E&T for older adults and barriers to E&T, and key policy issues and options. It was concluded that older adults' access to education has increased during the past decade but remains fragmentary and strongly affected by social class and educational background. It was further concluded that several factors will increase demand for E&T among older adults but that attitudinal, financial, transportation, and time constraints will remain barriers to older adults' participation in E&T. Several public policy options were identified: increasing spending on training of older workers, safeguarding/strengthening adult education provision by local authorities, supporting libraries as agents in effective provision of information/guidance to older adults, and considering an education entitlement for older adults. (Contains 93 references. Appended are summaries of the nine field studies.) (MN)

ED 379 411 CE 068 016

Miller, Larry E.
From Understanding to Applying: Redefining the Agenda.
PUB DATE- 3 Dec 94
NOTE- 13p.; Presidential address presented at the Meeting of the American Vocational Education Research Association (Dallas, TX, December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; *Agricultural Education; Educational Change; *Educational Research; Literature Reviews; Needs Assessment; Research Methodology; *Research Needs; Research Opportunities; Research Problems; *Theory Practice Relationship; *Vocational Education

Researchers in vocational education (VE) often are not viewed as having made substantial contributions to VE practice. The VE literature and the poor attendance at American Vocational Education Research Association sessions by vocational educators are evidence of the gaps that have developed between VE research and practice, basic and applied research, theory and practice, and practitioners and researchers. Researchers in VE must find ways of overcoming these gaps. Among the related issues that have been raised in the literature since the 1960s are the following: the relative benefits of quantitative and qualitative research studies; the need for research that is simultaneously more programmatic and more applied; the need for university researchers to maintain "private" lines of inquiry while meeting their responsibilities of supervising graduate students' research and researching topics for which funding is available; and the need to find individuals to conduct VE research in the wake of elimination of research coordinating units and staff/funding cutbacks at state/federal departments of education and universities. One way to begin bridging the gap between theory and practice would be to begin research on has found the following: co-op students see a stronger connection between their current job and expected career, report more opportunity for learning in their current jobs, express more interest in their current jobs, and see a closer connection between school and work. Apprenticeship programs at two-year colleges typically involve a three-way partnership among a corporation, relevant trade union, and the college. Training normally takes place in college facilities and is offered by college faculty. Apprentices generally work full time for a period of months and then study full time for another period of months. Most apprenticeship programs linked to two-year colleges allow trainees to earn a certificate of completion for the apprenticeship as well as an associate's degree from the college. However, the tie between employers and colleges is often too tenuous to sustain the training program. Two-year colleges should give increased attention to counseling and placement for students who plan to move directly into the labor market. Evaluation of the effects of postsecondary education and training should take into account the voluntary nature of the decision to enroll in postsecondary education. (Contains 24 references.) (YLB)

ED 379 431 CE 068 139

Parker, Tina Farris; Herring, Don R.
Attitudes about Environmental Issues among Secondary Agriscience Students in Texas.
PUB DATE- Dec 94
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Agricultural Production; Conservation (Environment); Conservation Education; *Environment; *Environmental Education; High Schools; *Natural Resources; Statewide Planning; *Student Attitudes
IDENTIFIERS- Agricultural Sciences; *Texas

A Texas study examined the attitudes of 379 secondary agriscience students about environmental issues (76% response rate). The Spring 1993 survey questionnaire was developed from a literature review. A Likert-type scale was used for response measurement in sections 1-4; Section 5 consisted of statements related to personal and demographic information. Attitudinal items were analyzed to develop a measure of "environmental attitude." Overall, agriscience students in Texas had a favorable environmental attitude. Students with favorable environmental attitudes believed the following: agriculture caused environmental problems; agriculturists were concerned about the environment; and information they received on the environment was fair and unbiased. Agriscience students who had completed and/or enrolled in "Wildlife Recreation and Management" were more likely to have a favorable environmental attitude than students who had not. Agriscience students preferred to receive information on the environment from their teachers more than any other source. Recommendations were environmental education that addressed students' concerns; access of agriscience instructors to objective environmental information; and longitudinal studies to determine the effect of students' favorable environmental attitudes on future agricultural and environmental policies. Contains 12 references.) (YLB) managers of vocational and human resource development institutes and programs. The book has been prepared in the context of the prevailing and emerging situation in the developing countries of the Asia-Pacific region where skill development needs spread over a wide range from small-scale farming to high-tech occupations. Part 1 introduces the main concepts and current trends within industry that are essential for the effective management of vocational training centers in the 1990s. Part 2 begins to explore how some trends described in part 1 can be applied to the vocational training environment, in particular the management and leadership framework of a vocational training center. Part 3 covers the key functional elements of the vocational training center and extends further the application of current industry trends. Appendixes include the following: a list of 33 references; a list of 146 resources for further reading in the key areas of quality, human resource management, managing change, marketing, budgeting and accountability, vocational curriculum design and delivery, and public speaking; sample mission statements and goals; and organizational charts. (YLB)

ED 379 449 CE 068 249

Lundberg, David
Where Are We? Reviewing the Training Reform Agenda.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Access to Education; Competency Based Education; *Educational Change; *Educational Policy; Equal Education; Federal Government; Foreign Countries; *Job Training; Policy Formation; Postsecondary Education; Sex Fairness; Standards; *Vocational Education
IDENTIFIERS- *Australia

The "training reform agenda" refers to a package of reforms in vocational education that was accepted by Australian national, state, and territorial ministers. It has five main themes: nationally consistent competency-based training; national recognition of competence; open national training market; fair participation; and integrated entry-level training system. This agenda has been pursued through a network of bodies that have changed over time: the Commonwealth-State Training Advisory Committee; Vocational Education, Employment, and Training Advisory Committee; and Australian National Training Authority. The National Training Board (NTB) adopts national vocational competency standards developed by competency standards bodies. Ministers have adopted a national framework for the recognition of training. The adoption of an open market as a national policy objective has signaled a significant change of policy direction. If not prevented by appropriate counter-measures, the conflict between the open training market and equitable access may become very significant in its effects. Ministers have also agreed to the development of a unified national entry-level training system. The pace of achieving effective change in the vocational education and training systems has fallen short of the set objectives. Without structural and strategic changes, the training reform agenda will take much longer to achieve fruition. (The bibliography lists 166 books, reports, and articles. Appended are six national goals adopted in 1992 and a list of NTB-endorsed competency standards.) (YLB)

*Literacy Education; *Regional Cooperation; Regional Planning; Regional Programs; Technological Advancement; *Vocational Education; *Womens Education
IDENTIFIERS- *Germany (Cologne)

This report analyzes the function of a continuing education and training (CET) counseling service in a regional context on the basis of the experience of the CET Counseling Center (CETCC) of the city of Cologne, Germany. Section 2 describes the methodology and considers the role of a CET counseling service as a platform for regional structural development. Section 3 describes the structure of CET provision in Germany and the regional impact of general continuing vocational training conditions. Section 4 puts the CETCC into a regional context by discussing the social and geographical structure of the region. It describes the two main fields of CET counseling: individual and institutional. Section 5 analyzes four long-term projects with reference to cooperation among CET establishments, authorities, counseling services, and social agencies and the regional impact of such cooperation. Section 6 evaluates the cooperative projects. Methodological, content-related, and organizational aspects are compared, their effects on the region estimated, and infrastructural improvement examined. Contains 15 references. (YLB)

ED 379 469 CE 068 293

Guerra, Duccio
Community Study Visits Programme. Report on Activities 1992. Analysis and Evaluation. 2nd Edition. CEDEFOP Panorama.
PUB DATE- 94
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Field Trips; Foreign Countries; International Cooperation; *International Programs; International Relations; *Job Training; Postsecondary Education; Professional Development; Program Development; Program Effectiveness; Program Evaluation; Secondary Education; Success; *Technological Advancement; *Vocational Education
IDENTIFIERS- *European Community

In 1992, the 7-year-old Community Study Visits program was given a new organizational structure to coordinate its aims with those of three European Community programs: PETRA, FORCE, and EUROTECNET. A cooperative network of representatives of the Member States, the National Liaison Officers, was set up. The success of visits depended on the National Liaison Officers who selected participants from their countries and organized visits of study groups. The program targeted prominent vocational training experts. In 1992, 352 of 400 selected applicants took part, and 43 groups visited the 12 Member States. The following criteria were used in constituting the groups: interest in the same topic; ability to converse in a common language; participants from a variety of Member States; and equal numbers of male and female participants. The organization of the visits followed this model: information, contacts, reflection, summary, and evaluation. The topics were selected to ensure a link with the PETRA, FORCE, and EUROTECNET programs. Vocational training of young people, further training, and vocational training and new technologies were studied. The program was assessed using group interviews, assessment seminar, travel notes from participants, reports from National Liaison Officers, and a participant survey. (Appendixes include list of

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Corporate Education; *Distributive Education; Educational Improvement; Educational Needs; *Educational Trends; *Education Work Relationship; Employment Patterns; Foreign Countries; *Job Training; Labor Market; Merchandising; Personnel Management; Postsecondary Education; Private Sector; Recruitment; *Retailing; Sales Occupations; Secondary Education; Tables (Data); *Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- *Netherlands

An international team of researchers studied the following aspects of training in the Netherlands' retail sector: structure and characteristics, institutional and social context, employment and labor, changing conditions and their implications for skill requirements, and training and recruitment. Data were collected from an analysis of social and labor/employment statistics, literature review, and case studies of two branches of multiple-outlet retail chains and the independent retailers of food and nonfood items. All four companies were responding to increasing consumer demands for quality and service by increasing qualifications required of new employees and providing additional training opportunities for staff. Decentralization of the training function and differentiation of available training through the introduction of workplace training, tailor-made courses, modular and project-style training, and individualized training pathways were two emerging trends. Shopkeepers often received training from wholesalers motivated by shared interests; however, internal training was increasing. External training institutes have also begun specializing in delivering training tailored to client companies. Most training was company specific rather than transferable, and remained primarily a matter for individual employers. Most companies were investing fairly considerable sums in training/retraining without making any attempt to analyze the relative costs and benefits of training. (Contains 33 tables/figures and 25 references.) (MN)

ED 379 487 CE 068 311

Baret, Christophe; Bertrand, Olivier
Training in the Retail Trade in France. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 73p.; For reports on other countries, see ED 372 241-243, CE 068 309-314, and CE 068 318. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Corporate Education; *Distributive Education; Educational Improvement; Educational Needs; *Educational Trends; *Education Work Relationship; Employment Patterns; Foreign Countries; *Job Training; Labor Market; Merchandising; Personnel Management; Postsecondary Education; Private Sector; Recruitment; *Retailing; Sales Occupations; Secondary Education; Tables (Data); *Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- *France

An international team of researchers studied the following aspects of training in France's retail sector: structure and characteristics, institutional and social context, employment and labor, changing conditions and their implications for skill requirements, and training and recruitment. Data were collected from an analysis of social and labor/employment statistics, sewing machine techniques, and hand sewing. Each project provides an overview of what the student will learn, what materials are needed, and suggested projects for the area. A step-by-step plan for doing the project, with instruction sheets and line drawings is included. Also included are a project record, ideas for sharing the project with others, and suggestions for additional projects. (KC)

ED 379 507 CE 068 345

Scholl, Jan
4-H Textile Science Intermediate Projects.
PUB DATE- 94
NOTE- 38p.; For related documents, see CE 068 343-348.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Clothing; *Clothing Design; *Clothing Instruction; Design Crafts; Elementary Secondary Education; Extracurricular Activities; Home Economics; *Learning Activities; Needle Trades; *Sewing Instruction; *Student Organizations; Student Projects; *Textiles Instruction
IDENTIFIERS- *4 H Programs

This packet contains six intermediate-level 4-H sewing projects for students in the textile sciences area. The projects cover the following topics: intermediate sewing techniques including sewing with knits, making coordinates, making accessories, sewing for other projects and people, time-saving sewing techniques, and creating your own project. Each project provides an overview of what the student will learn, what materials are needed, and suggested projects for the area. A step-by-step plan for doing the project, with instruction sheets and line drawings is included. Also included are a project record, ideas for sharing the project with others, and suggestions for additional projects. (KC)

ED 379 508 CE 068 346

Scholl, Jan
4-H Textile Science Advanced Projects.
PUB DATE- 94
NOTE- 14p.; For related documents, see CE 068 343-348.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Clothing; *Clothing Design; Clothing Instruction; Design Crafts; Elementary Secondary Education; Extracurricular Activities; Home Economics; *Learning Activities; *Needle Trades; *Sewing Instruction; *Student Organizations; Student Projects; *Textiles Instruction
IDENTIFIERS- *4 H Programs

This packet contains two advanced-level 4-H sewing projects for students in the textile sciences area. The projects cover the advanced sewing techniques of tailoring and making formalwear. Each project provides an overview of what the student will learn, what materials are needed, and suggested projects for the area. A step-by-step plan for doing the project, with instruction sheets and line drawings is included. Also included are a project record, ideas for sharing the project with others, and suggestions for additional projects. (KC)

ED 379 509 CE 068 347

instructions, and all necessary information or examples. Answer keys follow. A series of brief summative quizzes, one for each assignment, provides an alternate method of student assessment. Answer keys follow. A summary of information available in "Working in Pharmacies" is appended. (YLB)

ED 379 530   CE 068 478

Driever, Carl W.; And Others
Working in Pharmacies. Instructor's Guide. Student's Manual. Student Learning Activities. Second Revised Edition.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 93
NOTE- 377p.; For a companion publication, see CE 068 477.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competence; Competency Based Education; Course Content; Drug Education; *Drug Therapy; Job Skills; *Learning Activities; *Pharmaceutical Education; Pharmacists; *Pharmacology; Pharmacy; Postsecondary Education; Secondary Education; *Teaching Methods; Units of Study

This document combines three separately bound volumes, a student manual, an instructor's guide, and student learning activities designed for students who are either in beginning-level pharmacy technician courses or considering careers in pharmacy. The material is intended to relate training experience to information studied in the classroom. The self-paced material is competency based. The instructor's guide provides a list of suggested educational outcomes correlated to the units of instruction. A basic test is provided for each unit, along with answers to learning activities and tests. The guide also includes a competency chart and introduction to the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies and skills. The student manual contains learning objectives, terms and definitions, and information relating to current techniques and practices. Topics addressed in the 24 units of the guide include the following: careers; ethics and customer relations; drug legislation; safety, dispensing; materials management; metrology; managing a pharmacy; drug names, sources, and dosages; routes of administration; cardiovascular drugs; gastrointestinal drugs; respiratory drugs; nervous system drugs; hormones; infectious diseases/cancer; nonprescription medications; nonprescription gastrointestinal products; analgesics; allergy, cough, and cold; nutritional supplements, vitamins, and minerals; skin products; weight control products; and health care accessories. The student learning activities guide provides individualized activities for each of the 24 units. Questions in activities are designed for practice in both basic performance and thinking skills, and activities for more advanced students are included. All activities are related to the SCANS competencies and skills. (KC)

ED 379 531   CE 068 481

Mosenthal, Peter B.; Kirsch, Irwin S.
Defining the Proficiency Standards of Adult Literacy in the U.S.: A Profile Approach.
PUB DATE- 94
NOTE- 127p.; Paper presented at the National Reading Conference

34 references. (Author/BF)

ED 379 550 CG 025 988

Mikow, Victoria A.
Selected Indicators of Adolescent Sexual Behavior: Results from the 1993 North Carolina Youth Risk Behavior Survey.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; High Schools; *High School Students; Pregnant Students; Prereferral Intervention; Prevention; Racial Differences; Sex Differences; *Sexuality; Venereal Diseases
IDENTIFIERS- *Risk Taking Behavior; Sexual Attitudes

One major challenge facing adolescents concerns choices about sex. The results of this survey indicate that the majority of North Carolina's high school students are sexually active. As a group, males generally reported a higher rate of sexual involvement and more sexual partners than females at all grade levels. Black students appear to be a particularly high risk group due to their early ages at sexual initiation and activity with multiple partners. The rate of reported pregnancies is higher among black students. Black females also reported the highest percentage of sexually transmitted diseases. White students were found to be more likely to use alcohol or other drugs prior to intercourse. The AIDS epidemic has focused attention on high risk sexual behaviors among individuals who are sexually active. Findings indicate that among sexually active students slightly over half used a condom the last time they had intercourse. However, nearly one in five sexually active students used nothing. Teenage childbearing also presents numerous risks to both the mother and the child. Almost one in 10 high school students, or a projected 27,000 adolescents, reported having been pregnant or impregnated someone. These findings need to be considered carefully as curricula are reviewed or prevention programs developed to encourage sexual abstinence among teenagers and to ensure high risk practices are reduced among those engaging in sexual behavior. Contains 20 references. (BF)

ED 379 551 CG 025 989

Mikow, Victoria A.
Selected Indicators of Adolescent Violence & Safety at School.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Aggression; Conflict; Educational Environment; Fear; High Schools; *High School Students; *School Safety; School Vandalism; Student Characteristics; *Violence
IDENTIFIERS- *Risk Taking; *Weapons

Fights, weapons, and stolen or intentionally damaged property are common concerns of most schools in North Carolina. The results of this survey indicate that 27 percent of all 9th-12th grade students reported carrying a weapon (gun, knife, club) within the month prior to this survey. A significant percentage of students do not feel safe at school or coming and going from school. Ten percent (approximately 30,000) of all high school service delivery, the strengthening of faculty development and academic programs, and recruiting and marketing ideas. The last chapter comments briefly on the 1993 Institute of Medicine Report. The recommendations made in the above report were grouped into five categories: (1) improved education in geriatrics; (2) leadership centers; (3) enhanced attractiveness of geriatrics; (4) revision in payment policies; and (5) research support. (RJM)

ED 379 570   CG 026 050

Vincent, Philip Fitch
Developing Character in Students.
PUB DATE- 94
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; *Ethical Instruction; Ethics; Integrity; *Moral Development; Personality Development; Social Values; Student Behavior; *Student Development; Values; *Values Education

Many educators seem reluctant to instill in their pupils good habits such as honesty, respect, and truthfulness. This book emphasizes how teachers can create schools in which students practice and exhibit respect and responsibility. Many problems in schools, homes, and society at large, arise from a lack of good character. To develop moral children and students it is necessary to develop in them the skills needed for effective thinking and reasoning, as well as the habits of good behavior. The book is divided into eight chapters. Chapter 1 introduces concepts and presents some thoughts and reflections on character. In chapter 2, ideas on teaching for character development are highlighted, followed by a discussion of the value of rules and procedures in chapter 3. Chapters 4, 5, and 6 explore the necessity of cooperative learning, teaching for thinking, and reading for character, and offer specific examples of how education can follow a moral lead. Chapter 7 discusses how students--through extracurricular activities--can grow in character through service to others. The final chapter shows how the above ideas can be incorporated into the school. (RJM)

ED 379 571   CG 026 051

Anderson, Nancy
Work with Passion: How To Do What You Love for a Living. Revised Edition.
PUB DATE- 95
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Development; *Career Exploration; *Career Guidance; *Careers; Job Enrichment; *Job Satisfaction; Occupational Aspiration; Personality Development; *Self Actualization; *Self Evaluation (Individuals); Vocational Interests; Work Attitudes
IDENTIFIERS- Self Awareness

This book seeks to help people connect their emotions with their daily tasks and interactions. It attempts this connection by clarifying for the reader his or her passions. Each chapter unfolds as a "Passion Secret." There are ten passion secrets:

Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Parents as Teachers; Parent Student Relationship; *Reading Instruction; Reading Writing Relationship; *Tutoring; *Writing Instruction
IDENTIFIERS- Family Literacy

This learning package on parents as tutors in reading and writing is designed for implementation either in a workshop atmosphere or through individual study. The package includes a bibliography consisting of 42 selected document resumes from the ERIC database; a lecture/overview on the topic by Carl B. Smith, seven articles on the topic, most of which include reference lists, a set of guidelines for using the learning package as a professional development tool; an evaluation form, and an order form. (RS)

ED 379 590 CS 011 547

Shermis, Michael, Comp.; Smith, Carl B., Ed.
Parents and Children Together: Using the Library. Learning Package No. 52.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 192p.; All materials extracted from non-ERIC publications are reproduced with permission. Portions contain small or broken print. For Learning Packages 1-50, see ED 333 367-416; for Learning Packages 53-54, see CS 011 547-548 and CS 214 450.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Library Role; Library Skills; Parent Child Relationship; *Parent Participation
IDENTIFIERS- *Family Literacy; Reading Motivation

This learning package on parents and children using the library is designed for implementation either in a workshop atmosphere or through individual study. The package includes an overview of the topic; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of articles and existing ERIC/Reading, English and Communication (REC) publications on the topic; a set of guidelines for using the learning package as a professional development tool; an evaluation form; and an order form. (RS)

ED 379 591 CS 011 548

Garcia, Delia, Comp.; Smith, Carl B., Ed.
Factors That Determine and Influence Hispanic Parental Involvement. Learning Package No. 53.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 92p.; All materials extracted from non-ERIC publications are reproduced with permission. Portions contain small or broken print. For Learning Packages 1-50, see ED 333 367-416; for Learning Packages 51-52, see CS 011 546-547; and for learning package 54, see CS 214 450.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

NOTE- 6p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; Classroom Research; Comparative Analysis; *Discussion (Teaching Technique); Elementary Education; Instructional Innovation; *Reader Response; Reading Aloud to Others; *Reading Instruction; *Reading Strategies
IDENTIFIERS- Discourse Communities; *Meaning Construction

"Questioning the Author" is a particular style of classroom discussion that tries to get young students (fourth and fifth graders) to actively grapple with the ideas they read about in class. It may be distinguished from other reading strategies by the following approaches: (1) it addresses a text as the product of a fallible author; (2) it takes place in the context of an initial reading rather than after that reading is finished; (3) it deals with a text through general probes for meaning directed toward making sense of ideas in the text; (4) it encourages collaboration in the construction of meaning. Observations were conducted in four classrooms in which "Questioning the Author" had been implemented. Student and teacher responses were charted according to the extent to which they attempted to construct meaning (as opposed to repeating information). Results were compared with observations in baseline classrooms; they showed that while in baseline classrooms most student comments were verbatim repetitions of the text, nearly half of the comments in the "Questioning the Author" classrooms were directed toward the construction of meaning. Further, teachers in the "Questioning the Author" classrooms were closely tailoring their rejoinders to individual student comments. They were working a lot harder than teachers in the baseline classrooms because their comments were designed to move discussion forward. Contains two references. (TB)

ED 379 610 CS 012 008

Stahl, Steven A.; And Others
Fluency-Oriented Reading Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 71p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Grade 2; *Instructional Effectiveness; Longitudinal Studies; Primary Education; *Reading Improvement; *Reading Programs; Reading Research; *Reading Skills; Student Attitudes; Teacher Attitudes; *Word Recognition
IDENTIFIERS- Georgia; *Reading Fluency

A two-year study examined the effectiveness of a program to reorganize basal reading instruction to stress fluent reading and automatic word recognition. The reorganized reading program had three components--a redesigned basal reading lesson, stressing repeated reading and partner reading; a choice the relationship between the academic and social nature of classroom talk accomplishment as task groups made meaning using texts of narrative fiction. Findings also suggest a need to expand literary response theory and to develop research perspectives that can account for the social aspects of reader response when reading takes place in group situations and the social aspect becomes dominant. (Contains 12 references and two tables of data. An appendix of data, the short story, and the group performance texts are attached.) (RS)

ED 379 628 CS 012 027

Ford, Michael P.
Portfolios and Rubrics: Teachers' Close Encounters with Self-Evaluation as Learners in Teacher Education Courses.
PUB DATE- 1 Dec 94
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Course Objectives; Higher Education; *Portfolio Assessment; Reading Research; *Self Evaluation (Individuals); *Student Educational Objectives; Student Surveys; *Teacher Education
IDENTIFIERS- Alternative Assessment

A study focused on three graduate students (within a class of six) as they encountered the portfolio process for the first time as learners. Each was asked to complete a learning portfolio as a self-evaluation component for a 14-week graduate reading course. The students determined their goals based on self-assessment, documented their progress based on evidence they selected, and determined their final grade based in standards they co-constructed and evidence they presented. The portfolio component accounted for 70% of their grade. Data included pre/post responses to survey questions regarding self-evaluation, portfolios and rubrics, comments recorded during class discussions and individual conferences, field notes, and items shared by students in class and in their portfolios. Analysis of the portfolios indicated that all three subjects were capable of assessing their knowledge, practice, and habits. They were all capable, sometimes with support, of setting goals which more closely related to their needs as learners. The goals they chose for themselves were often different and the means they chose to document their learning were often different. Findings suggest that all three subjects had contextualized their learning, they participated in the assessment, and they were engaged in a process which showed them how to be independent lifelong learners. (Contains 14 references.) (RS)

ED 379 629 CS 012 028

Ford, Michael P.
Collaboration within and beyond the Campus Community.
PUB DATE- Nov 94
NOTE- 6p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

and "opportunity" were intertwined to form the decision-making stage of the change process. Then, subthemes of "challenge," "risk-taking," and "growth and learning" formed the beginning stage of the change process. Finally, the subtheme "motivation," supported by student achievement and a personal support system, formed the continuation stage of the change process. In teacher education programs, teachers can be introduced to the change process to learn to use this knowledge and become more comfortable with change. Teachers can use knowledge about the change process to continue to learn and grow throughout their teaching career. (Contains 14 references and a figure illustrating the model of the change process.) (RS)

ED 379 652 CS 214 450

Stewart, Richard D., Comp.; Smith, Carl B., Ed.
Mythic-Archetypal Methods for the Language Arts. Hot Topic Guide No. 54.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 123p.; For other "Hot Topic Guides" (Learning Packages 1-50), see ED 333 367-416 and CS 011 546-548 (Learning Packages 51-53).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Creative Thinking; Distance Education; Elementary Secondary Education; Higher Education; Imagination; Inservice Teacher Education; *Language Arts; Mythology; *Student Experience; *Teaching Methods; Writing Assignments
IDENTIFIERS- Archetypes; Writing Contexts

This "Hot Topic Guide" on mythic-archetypal methods for the language arts (which address students' inner lives to promote sharing of feelings, intuition, and imagery production in the classroom) is designed for implementation either in a workshop atmosphere or through individual study. Included are suggestions for using the guide as a professional development tool; a lecture giving an overview on the topic; copies of articles and existing ERIC/REC publications on the topic; and a 41-item selected annotated bibliography of material on the topic from the ERIC database. (RS)

ED 379 653 CS 214 720

McQuail, Josephine A.
Using Electronic Mail To Foster Cooperative Learning.
PUB DATE- Mar 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Conservatism; *Cooperative Learning; *Electronic Mail; *Feminism; Higher Education; Literature Appreciation; Moral Values; Religion; Romanticism; Social Values; *Student Attitudes
IDENTIFIERS- *Writing Contexts

from 1945 to 1963" (Karla K. Gower); "Negotiating Class and Ethnicity: The Polish- and Yiddish-Language Press in Chicago" (Jon Bekken); "The Role of Government in Global Media Flows: The Commerce Department and Hollywood Exports, 1921-33" (Ulf Jonas Bjork); "Uncovering a Mid-Nineteenth Century Press Association Code of Ethics" (Stephen A. Banning); "Women's Pages or People's Pages: The Production of News for Women in the 'Washington Post' in the 1950s" (Mei-ling Yang); "A Revolutionist Must Have His Say in Court Even If It Kills Him: Benjamin Gitlow, His Conviction for Criminal Anarchy, and What It Meant for Freedom of Speech" (TJ Hemlinger); "The Misconduct of the 'New England Courant'" (David Phillip Moore); and "'The Suffragist': The National Woman's Party Wields the Power of the Press" (Linda Lumsden). (RS)

ED 379 671 CS 214 742

Polloway, Edward A.; Smith, Tom E. C.
Language Instruction for Students with Disabilities. Second Edition.
PUB DATE- 92
NOTE- 465p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Communication Problems; Cultural Differences; *Disabilities; Elementary Secondary Education; Instructional Effectiveness; *Language Acquisition; *Language Arts; *Language Skills; Nonverbal Communication; Student Evaluation; Teaching Methods; Theory Practice Relationship; Verbal Communication
IDENTIFIERS- *Educational Issues

This book considers the complex subject of language development and instruction for learners with special needs. The primary purpose of the book is to examine language and its components and to suggest instructional strategies for conquering language difficulties. Some special features of the book are strong core chapters which cover key background information necessary for understanding language instruction; comprehensive discussion of the various language arts domains; separate chapters on verbal and nonverbal communication; and chapters devoted to instruction for adolescents and cultural diversity issues. Chapters in the book are: (1) The Development of Language; (2) Disabilities in Language Functioning; (3) Cultural Diversity and Language Differences; (4) Principles of Assessment and Instruction (Edward A. Polloway and Loretta C. Jones-Wilson); (5) Initial Language Skills: Verbal (Nikki L. Murdick); (6) Initial Language Skills: Nonverbal (Nikki L. Murdick); (7) Oral Language Skills; (8) Reading: Nature and Assessment; (9) Reading: Instruction; (10) Handwriting Instruction; (11) Spelling Instruction (Mary Beirne-Smith and Beverly H. Thompson); (12) Written Expression; and (13) Adolescents and Language Disabilities. (NKA)

ED 379 672 CS 214 743

Dodson, Elaine M.
Experiencing Research Writing through Pirsig's "Zen and the Art of Motorcycle Maintenance."
PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual National Council of Teachers of English Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English

the potential to become the dominant methodology for working with groups and teams. SYMLOG is a theory of personality and group dynamics, integrated with some practical means for measuring and changing behavior and values in a democratic way. It is designed to assess both individual and group functioning and to assist groups in understanding themselves and how they relate to one another. While not designed as a small group communication tool, SYMLOG has much to offer the communication researcher and practitioner, and has begun to be integrated into the communication classrooms and texts. Among its advantages in the classroom are its strong theoretical underpinnings in social-psychological theory, its ease of use, its capability to provide insight into both individual and group perceptions of functioning simultaneously, as well as the graphic visual representation of group dynamics. (Contains 48 references and 5 figures.) (TB)

ED 379 691 CS 508 807

Schnell, Jim
Effective Listening: More Than Just Hearing.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Hearing (Physiology); Higher Education; *Interpersonal Communication; *Listening; *Listening Comprehension; *Listening Skills; Speech Communication
IDENTIFIERS- Intrapersonal Communication; *Listening Strategies

At the root of effective listening is appreciating the difference between hearing and listening. Hearing is merely a physiological process, whereas, listening is an interpretive process. Listener misunderstandings can be curbed by keeping a few ideas in mind. First, accurate meaning is not necessarily transmitted in each oral communication encounter; words are merely sounds we infer from. Second, listening is a form of intrapersonal communication. The reflection process whereby a person determines what has been just said to him or her draws heavily from past experiences. Third, listener expectations affect what is heard and comprehended. Fourth, there are listening distractions that inhibit effective listening. Factual listening distractions occur when the listener listens for facts instead of main ideas. Mental listening distractions occur when the listener has too much intrapersonal communication while engaged in interpersonal communication. Fifth, the most useful and relatively easy form of listening is active listening. Active listening requires restatement to ensure understanding. It also means that the listener pays attention to not only what is said but how it is said. During a counseling session, these methods helped a professor uncover the real reason that a student was considering quitting school. (TB)

ED 379 692 CS 508 808

Chen, Guo-Ming
The Effect of E-Mail Debate as a Teaching Tool: A Pilot Study.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English

Macfarlane, Eleanor C.
Boost Family Involvement: How To Make Your Program Succeed under the New Title I Guidelines.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; Federal Legislation; Guidelines; *High Risk Students; Low Income; *Parent Participation; Parent School Relationship; Program Descriptions; *Program Proposals; *Proposal Writing; *Public Schools
IDENTIFIERS- *Family Literacy; *Improving Americas Schools Act 1994

This booklet guides educators in developing the family involvement part of a Title I program proposal. The booklet presents a checklist based on the new Title I Parental Involvement guidelines, many sample forms, sample school district parental involvement policies, sample program descriptions, and an overview of some research in parental involvement. After an introduction, sections of the booklet are New Title I Guidelines for Parental Involvement; Developing the Parental Involvement Components of Your Title I Proposal; Suggestions for Reaching "Hard-to-Reach" Families; and Strategies for Low-Literacy Families; Ideas You Can Use: Examples of Parental Involvement Programs That Work (and a Few That Don't). Contains 26 references. A 34-item annotated list of materials for parents, and a 40-item list of organizations are attached. (RS)

ED 379 710 CS 508 829

Gordon, Anna
Potsdam College Advocate Program: An Alternative to Speech Regulations.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Freedom of Speech; Higher Education; Organizational Communication; *Racial Bias; *Sex Bias; *Sexual Harassment; *Social Discrimination; *Special Programs; Student Needs
IDENTIFIERS- *State University of New York Coll at Potsdam

The Potsdam Advocate program is a program designed to aid students who feel they are victims of discrimination or sexual offenses. An analysis of this program and its literature is instructive to students and scholars in the field of organizational communication. Developed in 1991, this program provides a structure and options that students may follow should they become victims. In order to rhetorically analyze something there must be an artifact; in this case there are for all members of the school community to achieve agreed-upon goals. The bulk of the Bulletin consists of a discussion of 10 propositions related to facilitative leadership drawn from 3 sources: (1) studies in 1991-93 of 9 Oregon schools that were members of the Oregon Network, a federally funded grant designed to enable schools in school restructuring; (2) earlier research conducted with Oregon schools; and (3) observations of other researchers studying the interaction between leadership and restructuring. The propositions are grouped under three broad headings--creating and managing meaning, facilitating the process, and operating in an organizational context. Strengths and limitations of facilitative leadership are illuminated. Also described are the interactions among various organizational and system functions when leadership behaviors change. (Contains 43 references.) (MLF)

ED 379 729 EA 026 253

Bodinger-de Uriarte, Cristina
Business-Education Partnerships: The Impact of Role-Appropriateness.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Education; Cooperative Planning; Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; *Partnerships in Education; *School Business Relationship; Work Experience Programs

Based on extensive fieldwork and documentary analysis undertaken during the course of the documentation and evaluation of the Office of Educational Research and Improvement's (OERI) Educational Partnerships Program (EPP), two hypotheses are offered, based on interactionist theory, to explain the differences between school-to-work partnerships and other educational partnerships. The hypotheses are: (1) perceptions of roles either facilitate or impede the early development and later institutionalization of the partnerships, depending on how accurately each institution's expectations fit the partner institution(s) norms; and (2) successful early implementation and institutionalization are more likely to occur when perceptions of relative social status and social relationships among key partner organizations are structurally defined rather than defined in terms of one or more organizations "parenting" other partners. Pluralist structures were more likely to establish coalitions, and paternalist structures were more likely to establish primary partner/limited partner relationships. Regarding support, pluralists tended to view organizational status as equal, and paternalists were more likely to view expertise as a sole-source commodity enhancing the status of one organization over another. Pluralism produced more productive relationships in business-education partnerships, in part, because horizontal paths of communication allowed better understandings of role-appropriate distributions of tasks. Seven tables and one figure are included. Contains 15 references. (LMI)

ED 379 730 EA 026 349

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; *Cognitive Mapping; Cognitive Processes; *Critical Incidents Method; *Educational Environment; Elementary Secondary Education; Perception; *Principals

This paper presents findings of a study that explored how principals "enacted" and "structured" the environments of their schools. Weick's theoretical framework is used to understand the cognitive process by which managers selectively construct and attend to certain features of their environment while ignoring others. Data were obtained from interviews with 10 successful Utah principals, utilizing the Critical Incidents Technique. Findings indicate that, overall, the principals were dependent on the environment for needed resources and legitimacy. The flow of these resources varied by intensity and time; this created uncertainty and contributed to principals' vulnerability to their environments. The principals attended to those environmental stimuli that they perceived as critical to their survival and success. They also varied in their ability to strategically construct and map the environment, and in the degree to which their environmental focus was driven by personal or organizational concerns. The principals felt the need to conform to the demands of both the technical and institutional aspects of the environment. Six tables, one figure, and sample interview questions are included. (LMI)

ED 379 749 EA 026 491

Lynn, Leon
New Directions for Principals.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; Administrator Qualifications; *Administrator Role; Educational Administration; Elementary Secondary Education; *Job Skills; Leadership Training; Management Development; *Principals; School Restructuring

This publication examines some of the skills that informed observers see as most critical for principals who seek to be effective leaders in restructuring schools. It also highlights some principal-preparation programs, both preservice programs at colleges and universities and inservice programs for practicing principals. The document examines some of the ways those programs try to teach those critical skills and considers whether the newer methods of administrator education have any real impact on schools. A paradox for today's school leaders is that they must be clearly in charge of developing school restructuring goals, yet also be open to staff input. Their primary administrative tasks are to focus on and maintain the school vision and to create a learning environment. Although administrators who participate in innovative preparation programs usually greatly expand their understanding of school administration, they are often unable to reshape their schools' organizational cultures. However, graduates of innovative programs are in high demand, and with time, they can impact the schools in which they work. (LMI)

McGee, Jerry C.; Kissane, Brian
The Educational Voucher: Are We Ready for It?
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Educational Equity (Finance); Educational Opportunities; *Educational Vouchers; Elementary Secondary Education; Equal Education; Free Enterprise System; *School Choice; *Tuition Grants

This paper examines arguments in favor of and against the use of educational vouchers as an alternative educational system. A review of literature concludes that some problems to be addressed include religion, ethnic equity, finance allocation, and transportation. It is argued that the free market creates competition, but not equal opportunity. Public charter schools may provide a better alternative for providing the necessary balance between choice and regulation. Notes contain seven references. (LMI)

ED 379 768 EA 026 513

School Site Preparedness for the Safety of California's Children K-12. Official Report of the Northridge Earthquake Task Force on Education.
PUB DATE- Aug 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cost Effectiveness; *Earthquakes; *Educational Facilities Planning; Elementary Secondary Education; *Emergency Programs; Guidelines; Hazardous Materials; *Natural Disasters; Rescue; *School Safety; State Standards; Teacher Certification
IDENTIFIERS- *California (Northridge)

This report asserts that disaster preparedness at all school sites must become a major and immediate priority. Should a disaster equaling the magnitude of the Northridge earthquake occur, the current varying levels of site preparedness may not adequately protect California's children. The report describes why the state's children are not safe and recommends that local fire departments assume responsibility for oversight and enforcement of disaster preparedness programs. The first section offers detailed recommendations for cost estimates, teacher credentials, nonstructural hazard mitigation, and cargo container organization. Planning tools such as a campus command graph, plan for aerial triage, and a conditions checklist are included. The second section presents task force committee reports on seven major areas of concern: supplies, training, communication, structural evaluation, schools as shelters, funding, and proposed legislation for school compliance with earthquake-preparedness standards. A list of resources is included. (LMI)

ED 379 769 EA 026 514

Heubert, Jay P.
"Brown" at 40: The Tasks That Remain for Educators and Lawyers.
PUB DATE- Nov 94

Modification; *Behavior Problems; Educational Environment; Elementary Secondary Education; Intervention; *Prevention; *Student Behavior; *Violence
IDENTIFIERS- ERIC Digests

Tactics to deal with growing violence in schools have usually relied on removal of the offender by suspension or placement outside of the mainstream classroom. However, educators and psychologists are considering the prevention of violent behavior as both a more humane and cost-effective response to the problem. The relationship between school climate and school violence, the principal's role in the reduction of violence, strategies for teaching nonviolence to students, and preventative approaches for helping students with serious problems are described. Research has shown that violent student behavior can be alleviated through the development of a caring, inclusive school culture; programs that teach prosocial behavior and foster self-esteem; and collaboration with community social-service agencies. A highly visible principal can create school norms of nonviolence and community by cultivating relationships with students, encouraging a sense of ownership, and comprehensively addressing the roots of violent behavior, such as poverty, racism, and inadequate or abusive parenting. (LMI)

ED 379 787 EA 026 538

Reed, Donald B.; Huang, C. David
Prospective Administrators Studying Communities: Instruction and Assessment.
PUB DATE- Oct 94
NOTE- 39p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Community Attitudes; *Community Study; Community Surveys; Educational Administration; Graduate Study; Higher Education; Power Structure; *Research Design; *Theory Practice Relationship

Although individuals preparing for careers in educational administration have recognized the importance of the community for schools and school districts, they have often lacked a complex understanding of "community." This paper describes a community-study research project that was developed and implemented in a graduate educational administration course at Washington State University. The project was designed to acquaint students with various theories of community and to provide them with specific methods for understanding communities. During the 1992, 1993, and 1994 summer sessions, 10 student research teams conducted studies of Pullman, Washington, in which they identified members of the community power structure and their opinions on educational issues. The project involved the following stages: theoretical grounding, research design and data collection, data analysis, and written and oral presentations. To determine the impact of the research project on students, a survey was conducted of the 41 participating graduate students. A total of 15 responses were received, a 37 percent response rate. Students expressed satisfaction with their experience in the educational administration program and in the course, and with their research project experiences. They reported that they gained phenomenon. Four statutory provisions are examined--the Utah Orderly Termination Procedures Act, the Educational Professional Practices Act, the Career Ladder Act, and the Educator Evaluation Act. The analysis focuses on the congruency between the intent of state legislative provisions and evaluation purposes. The paper also examines the relation of technical soundness to evaluation purposes. Effective evaluation programs include several elements that are difficult to implement when legislation is assembled in a piecemeal manner: (1) a crisp and functional articulation of the evaluation purposes; (2) evaluation methods that match assessment purposes; (3) technical soundness, such as reliability and validity; and (4) feasibility and practicability. Utah's major educator evaluation laws illustrate a number of difficulties commonly found nationwide--vague legislative language, variable terminology, unclear assessment standards, intersecting and incompatible laws, mixed purposes, and unclear use of the term "competence." Recommendations for administrators and policymakers are included. (LMI)

ED 379 807 EA 026 565

Lopez, Consuelo; Sperry, David J.
The Use of Hearing Officers in Public Educator Termination Actions. Policy Studies in Education.
PUB DATE- 1 Nov 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Role; *Boards of Education; Due Process; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Labor Relations; *Public Education; *State Legislation; *Teacher Dismissal
IDENTIFIERS- *Utah

Many states have begun to use independent or outside hearing officers in public educator termination efforts, curtailing the exclusive role of local school boards as fact finders and judges. This paper reports the findings of a two-part study that: (1) investigated the statutory codes of all 50 states to determine the current procedural methods for dealing with public educator termination; and (2) conducted a case study regarding the use of the hearing examiner provisions of the Utah Orderly Termination Procedures Act. Findings indicate that there has been a growing national trend to limit the role of local school boards in public educator termination actions and that many diverse governance models exist. Less than 50 percent of Utah school districts use hearing examiners, for the following reasons: to provide due process; to achieve an unbiased decision; to obtain greater impartiality and fairness; and to comply with the conditions of their negotiated agreement. Original sponsors of the Utah law generally felt that the final version had not contained what they envisioned. The Utah Orderly Termination Procedures Act lacks provisions regarding the qualifications, training, licensing, selecting, compensating, operation of, and reporting of hearing examiners in educator termination actions. Legislators, school district officials, teacher association leaders, and hearing examiners regard impartially, fairness, being unbiased and objectivity as the most significant qualities to be looked for in a hearing examiner. The control and autonomy of local boards of education is a powerful underlying issue. Recommendations to state policy makers are offered. Four tables are included. (LMI)

*Learning Modules; *Lesson Plans; *Prevention; Social Integration; Student Attitudes; *Units of Study
IDENTIFIERS- Attitudes toward Disabled

This curriculum focuses on providing students in grades 7 through 9 with information on the prevention of disabilities. Introductory material describes the curriculum's development; its overall goals; and its four elements (awareness, knowledge, application of knowledge, and life-style and behavior patterns). The introduction also provides background information covering definitions, prevalence, causes of disabilities, effects of disabilities, and prevention. A checklist provides a listing of key concepts and grade levels in which they are covered. Each of the three grade-level modules contains three units: one with general information; one aimed at attitudes and social inclusion; and one presenting methods for preventing disabilities. Lesson plans include one or more goals, specific objectives, suggested activities, evaluation options, and suggested resources. Each module also contains a section of teaching notes, which provides background information including facts, statistics, and charts, and a section of resources, which provides many of the teaching materials needed for the suggested activities as well as lists of suggested videotapes, sources for printed materials and brochures, and lists of organizations. A glossary is also provided. (Contains 48 references.) (DB)

ED 379 826 EC 303 699

Shatz, Esther
Programs for Behaviourally Disordered Children and Youth. SSTA Research Centre Report, #94-08.
PUB DATE- Nov 94
NOTE- 67p.; Summary of a thesis entitled "Cross-Canada Survey of Programs for Behaviorally Disordered Children and Youth."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Behavior Disorders; Definitions; *Delivery Systems; Disability Identification; Educational Philosophy; *Educational Trends; Elementary Secondary Education; Foreign Countries; Incidence; Models; National Surveys; *Program Descriptions; Referral; School Districts; *Special Education; Student Evaluation; Trend Analysis
IDENTIFIERS- *Canada

This study attempted to determine the number of programs for Canadian students with behavioral disorders, identify practices currently used in these programs, and examine the availability of written program descriptions. A literature review provides information on: definition and prevalence (both in general and in Canada specifically); historical trends in service delivery; conceptual models (i.e., biogenic, psychodynamic, psychoeducational, humanistic, ecological, behavioral, and social cognitive); service delivery at the school district level; current trends and issues (i.e., the Regular Education Initiative, consultation, prereferral strategies, and transition programming); and service delivery research. School district administrators in 147 school districts were surveyed, of which 80 percent responded. Specific findings are given for the areas of definition, program design and operation, program philosophy, student identification, program goals, instructional methods and curriculum, community involvement, exit procedures, and program evaluation. Findings indicated that 85 percent of respondents do provide programming for

NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Classroom Techniques; *Educational Practices; Elementary Education; Elementary School Teachers; Ethnic Groups; Grade 3; Grade 4; Individualized Instruction; Mainstreaming; Minority Groups; National Surveys; Private Schools; Public Schools; *Talent; Teacher Attitudes
IDENTIFIERS- *Differentiated Curriculum (Gifted)

The Classroom Practices Survey was conducted to determine the extent to which gifted and talented students receive differentiated education in regular classrooms. Survey samples were third and fourth grade teachers, including a general sample of teachers in public schools (n=3993); teachers in private schools (n=980); and four samples of teachers in public schools with high concentrations of African-American students (n=592), Asian-Americans (n=587), Hispanic-Americans (n=582), and Native Americans (n=580). Approximately 50 percent of teachers surveyed responded. The major finding was that third and fourth grade teachers in all settings make only minor modifications in the regular curriculum to meet the needs of gifted students. This result holds for public school teachers, for private school teachers, and for teachers in schools with high concentrations of ethnic minorities. The same conclusion also applies to teachers and classrooms in various regions of the country and to teachers in rural, urban, and suburban communities. Teachers who make provisions for the gifted are likely to assign them advanced readings, independent projects, enrichment worksheets, and reports of various kinds. There were also few differences in regular classroom services between schools with and without formal gifted programs. Appendices include the questionnaire, data on the population samples, cover letters, and statistical analysis. (Contains 87 references.) (DB)

ED 379 846 EC 303 719

Westberg, Karen L.; And Others
An Observational Study of Instructional and Curricular Practices Used with Gifted and Talented Students in Regular Classrooms. Research Monograph 93104.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Classroom Observation Techniques; *Classroom Techniques; *Educational Practices; Elementary Education; Elementary School Teachers; Grade 3; Grade 4; Individualized Instruction; Mainstreaming; National Surveys; Statistical Analysis; *Talent; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This report describes one part of the Classroom Practices Study, focusing on systematic observations of gifted and talented students in 46 third and fourth grade classrooms. The observations were designed to determine if and how teachers meet the needs of gifted and talented students in regular classroom settings. The Classroom Practices Record (CPR) instrument was developed to document the types of differentiated instruction that these students receive through

of the Florida Network. For a related document, see EC 303 738.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Delphi Technique; *Dropout Prevention; *Educational Practices; Education Work Relationship; Feasibility Studies; *Mild Disabilities; Opinions; *Program Development; Program Effectiveness; Secondary Education; *Transitional Programs
IDENTIFIERS- *Florida

Project RETAIN (Retention in Education Technical Assistance and Information Network) is a Florida project to assist school districts through identification and dissemination of effective practices that keep students with mild disabilities in school. One part of the project attempted to establish a consensus among experts in the fields of transition, special education, and dropout prevention on effective practices with this population. A three-round Delphi procedure was used to elicit the opinions of 10 national experts in four domains--organizational, programming, personnel, and social. A total of 180 effective practices were identified and grouped into 10 thematic areas. Panelists were also asked to rank the feasibility of identified practices. The experts agreed that good programs to prevent students with mild disabilities from dropping out should be realistic, student-centered, and flexible; provide wrap-around services; set limitations for which students and personnel are accountable; tie into real world demands; offer a place where students feel they belong and are wanted; encourage professional development; provide supportive administrators; foster intra-and interagency collaboration and cooperation; and view students holistically. Low feasibility ratings were given to practices considered valid but which involved major changes in belief systems or school systems. (Contains 27 references.) (DB)

ED 379 865 EC 303 738

Perry, Laura J.; And Others
Promising Practices in the State of Florida for Dropout Prevention and Transition for Students with Special Needs.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 94
NOTE- 87p.; A product developed by Project RETAIN: Retention in Education Technical Assistance and Information Network, a part of the Florida Network. For a related document, see EC 303 737.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; *Dropout Prevention; *Dropout Rate; Educational Environment; *Educational Practices; Education Work Relationship; *Intervention; *Mild Disabilities; Program Development; Program Effectiveness; School Districts; Secondary Education; State Surveys; Transitional Programs
IDENTIFIERS- *Florida

Project RETAIN (Retention in Education Technical Assistance and Information Network) is a Florida project that assists school districts through identification and dissemination of effective practices that keep students with mild disabilities in school. One part of the project examined dropout rates from Florida's 67 school districts and their programming and services. Results of the school district survey were organized into a single database. Seven districts were selected for site visits based how to deliver VE teacher preparation and other services through regional centers and distance education. (Contains 71 references.) (MN)

ED 379 412 CE 068 017

Gloucestershire Adult Continuing Education Service. 31 January - 4 February 1994. A Report from the Office of Her Majesty's Chief Inspector of Schools.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Programs; *Continuing Education; Curriculum; *Delivery Systems; Educational Planning; Educational Policy; Educational Quality; Educational Resources; Foreign Countries; Outcomes of Education; Participation; Postsecondary Education; Program Administration; *Program Effectiveness; Program Evaluation; *Program Improvement; Quality Control; Resource Allocation; *School Districts
IDENTIFIERS- *England (Gloucestershire)

The adult continuing education (ACE) programs provided under contract with the Gloucestershire (England) Adult Continuing Education Service were evaluated in January-February 1994. An evaluation team visited more than 60 venues, including main sites and a wide range of village halls, family centers, women's institute halls, and other outreach locations. Local education authority (LEA) officers, the nine contract holders that deliver ACE services in the LEA, and various professionals and students were interviewed. Among the evaluation's main findings were the following: ACE service in the LEA is very good, and the standards achieved by students and quality of teaching and learning in the LEA are exceptionally high; appropriate provision is being delivered in a widely accessible range of venues (including the county's most remote rural areas); program participation is good; and although ACE services are delivered by nine contractors, shared values and common understanding generally underpin and permeate ACE provision in the LEA. The following issues were identified as requiring further attention: imbalance between day and evening provision, poor equipment/furnishings of some rural programs, and efforts to meet the needs of specific student groups. (Appended is information about the nine individual contract holders.) (MN)

ED 379 413 CE 068 020

Scannell, Tess; Roberts, Angela
Young and Old Serving Together: Meeting Community Needs through Intergenerational Partnerships.
SPONS. AGENCY- Corporation for National and Community Service, Washington, DC.
PUB DATE- 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Community Programs; Educational Practices; Federal Legislation; *Intergenerational Programs; Models; National Organizations; Nonprofit Organizations; Older Adults; *Partnerships in Education; Program Development; *Program Implementation; Public Service; Resource Materials; *School

ED 379 432 CE 068 140

Holdsworth, Tom; Schreiber, Ann
School-to-Work Transition: Local Programs. A Series of Case Studies.
PUB DATE- Feb 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Apprenticeships; Articulation (Education); Case Studies; *Educational Change; *Education Work Relationship; *Federal Aid; Federal Legislation; Integrated Curriculum; Partnerships in Education; Postsecondary Education; *Program Implementation; School Business Relationship; Secondary Education; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *School to Work Opportunities Act 1994

Initiatives to improve vocational education--such as tech prep, the School-to-Work Opportunities Act (STWOA), and Goals 2000: Educate America Act--are full of promise. Case studies prepared by the Vocational Industrial Clubs of America illustrate the potential of these initiatives. Massachusetts and Wisconsin are two recipients of federal STWOA implementation grants. Maryland and Pennsylvania have strong programs in tech prep and apprenticeship. Oklahoma's Craftsmanship 2000 (C-2000) program has become a model school to work transition program. STWOA is divided into three main parts: school-based learning, work-based learning, and connecting activities. What education reform means for Massachusetts is more funding to design new programs. Administration, faculty, and students at Tri-County Regional Vocational Technical High School are designing a tech prep program. In Maryland, state tech prep grants are allowing schools such as the Carroll County Career and Technology Center to design their own plans. At Lebanon County Career and Technology Center, Pennsylvania, a pilot school-to-work transition program includes academic teachers, employers, and college scholarship funds. A pilot youth apprenticeship program at L.P. Goodrich High School in Fond du Lac, Wisconsin, falls under STWOA. The C-2000 machining program at the South East Campus of Tulsa Technology Center, Oklahoma, is a model for programs that receive grant money under STWOA. (YLB)

ED 379 433 CE 068 152

Young, Doris S.
"Elders' Visions." The Saskatchewan Older Aboriginal Adults' Learning Needs Assessment Project--Phase One, Final Report.
SPONS. AGENCY- Ministry of Health, Ottawa (Ontario).
PUB DATE- Sep 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; American Indian Culture; *American Indian Education; American Indian Studies; *Canada Natives; *Educational Needs; Foreign Countries; Metis (People); *Needs Assessment; *Older Adults
IDENTIFIERS- *Saskatchewan

The Elders Gathering on July 11-13, 1994, brought together 12 First Nations and Metis elders (all women) from 11 southern Saskatchewan communities to share their stories and to identify

ED 379 450 CE 068 260

Scheffer, Ludo C. P.
SHELCOM: Going High Tech with the Homeless.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Communication Skills; Computer Networks; *Computer Uses in Education; Cooperative Learning; Economically Disadvantaged; *Homeless People; *Literacy Education; Outcomes of Education; Participant Satisfaction; Program Effectiveness; *Writing Skills
IDENTIFIERS- *SHELCOM

SHELCOM, an adult education project in homeless shelters in Philadelphia, Pennsylvania, investigated the effects of using computer technology on participants' writing and communication skills. The project consisted of 2-hour workshops, twice weekly, complemented by online support and instruction. Learners paired across the city worked on creating a publication through online communication with each other and their instructors. Collaboration occurred through file-sharing in a modem communication network established between the three shelters and the National Center on Adult Literacy. Computers were the overwhelming reason learners signed up for the project. All participants thought learning to use the computer could help them improve their writing. Being able to work on a composition, answer questions from a writing partner or project director, and write requests for help at any time of the day was considered invaluable. All participants stated they thought the computer had played an important role in changing the way they looked at their writing and writing skills. Using the computer saved time and was less frustrating because of the spelling and grammar checkers. Participation in SHELCOM helped learners to organize their thoughts more clearly and to articulate them in writing. Participants stated that learning to use the computer was the major reason for finishing the project. Retention of learners was over 75 percent. (YLB)

ED 379 451 CE 068 261

Brancolini, Scott A.; And Others
Summary of Public Comments Regarding the Reauthorization of Vocational and Adult Education Programs. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Literacy; Articulation (Education); Block Grants; Coordination; Correctional Education; Data Collection; Educational Attitudes; Educational Change; *Educational Legislation; Educational Needs; Educational Objectives; *Educational Policy; Education Work Relationship; Federal Legislation; Federal Programs; Financial Support; Information Systems; Literacy Education; Occupational Information; Postsecondary Education; Professional Development; Program Evaluation; *Public Opinion; *Public Policy; Secondary Education; Standards; State Programs; Statewide Planning;

National Liaison Officers, regulations, synopsis of study visits, forms, topics, and lists of participants and groups.) (YLB)

ED 379 470 CE 068 294

Holek, Lothar
Systems and Procedures of Certification of Qualifications in Denmark. National Report. 3rd Edition. CEDEFOP Panorama.
PUB DATE- 94
NOTE- 146p.; For reports on other countries, see ED 368 869, ED 369 905, ED 372 246, and CE 068 295-298.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; Educational Administration; Educational Certificates; Foreign Countries; Job Skills; *Job Training; Labor Force Development; Postsecondary Education; Secondary Education; Sex Fairness; *Student Certification; *Student Evaluation; *Vocational Education; Youth Employment
IDENTIFIERS- *Denmark

This report describes current systems and procedures for certification in Denmark. An introduction makes brief reference to the characteristics of the general and vocational training systems. Section 1 addresses formulation and introduction of certificates, qualifications, and diplomas, including the relevant institutions, procedures, and distribution of powers. Three categories of youth training programs are discussed: vocational training, initial training as farmer, and initial social and health sector training. These adult training schemes are discussed: trade initial training, labor market training, further training, continuing training, and medium length and long educational programs. Section 2 deals with access to qualifications for each training scheme. It focuses on access to training, organization of training, and competence achieved. Section 3 deals with certification of qualifications--evaluation of qualifications and examination--for each training scheme. Section 4 addresses problems and trends in relation to vocational qualifications. Topics include the following: reorganization of the structure of teaching methods in the labor market training scheme, coordination of training schemes under the direction of two ministries, and revision of legislation concerning the control of universities and other institutions of higher learning. Contains 14 references. (YLB)

ED 379 471 CE 068 295

Perker, Henriette; And Others
Systems and Procedures of Certification of Qualifications in France. National Report. 3rd Edition. CEDEFOP Panorama.
PUB DATE- 94
NOTE- 51p.; For reports on other countries, see ED 368 869, ED 369 905, ED 372 246, and CE 068 294-298.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; Educational Administration; Educational Certificates; Foreign Countries; Job Skills; *Job Training; Labor Force Development; Postsecondary Education; Secondary Education; Sex Fairness; *Student Certification; *Student Evaluation; *Vocational

literature review, and case studies of six medium and large retail companies representing a mix of company structures and products lines and including a group of independent store owners and a subsidiary of a department store. At three companies, training was designed to improve the company's commercial position, customer service, and efficiency. A fourth company was using training as a policy tool to increase homogeneity between stores within the group. Trade unions and staff representatives were not involved in developing training objectives or methods. Most training was targeted toward managers and focused on work methods/procedures. Three companies had programs combining in-company practical training with preparation for a certificate guaranteeing some general training that was recognized by the Ministry of Education. Overall, the retail sector was spending a much smaller proportion of its payroll than the average on training; however, investment in training was increasing. (Thirty-one tables/figures are included.) (MN)

ED 379 488   CE 068 312

Kuhnlein, Gertrud
Training in the Retail Sector in Germany. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 93p.; For reports on other countries, see ED 372 241-243, CE 068 309-314, and CE 068 318. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Corporate Education; *Distributive Education; Educational Improvement; Educational Needs; *Educational Trends; *Education Work Relationship; Employment Patterns; Foreign Countries; *Job Training; Labor Market; Merchandising; Personnel Management; Postsecondary Education; Private Sector; Recruitment; *Retailing; Sales Occupations; Secondary Education; Tables (Data); *Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- *Germany

An international team of researchers studied the following aspects of training in Germany's retail sector: structure and characteristics, institutional and social context, employment and labor, changing conditions and their implications for skill requirements, and training and recruitment. Data were collected from an analysis of social and labor/employment statistics, literature review, and case studies of seven retail stores of six companies. Two were located in what was formerly East Germany. All companies had independent internal training departments or company training institutes responsible for planning training at the company level. In all cases, training was planned in consultation with store and district managers. Training strategies were closely linked to company philosophies. In-house management involvement in training design/delivery varied widely. All companies offered some training to all levels of employees; however, most training focused on individuals in jobs demanding higher qualifications. All companies had introductory courses for new employees, and in companies located in former East Germany, all training was introductory in nature. Most training departments were eager to translate new pedagogical approaches to initial vocational training and adult education into practice, and new methods were often tried. Continuing training of sales employees was expanding. (Contains 13 tables/figures and 22 references.) (MN)

Scholl, Jan
4-H Textile Science Creative Projects.
PUB DATE- 94
NOTE- 38p.; For related documents, see CE 068 343-348.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Clothing; Clothing Design; *Clothing Instruction; *Design Crafts; Elementary Secondary Education; Extracurricular Activities; Home Economics; *Home Management; *Learning Activities; *Student Organizations; Student Projects; *Textiles Instruction
IDENTIFIERS- *4 H Programs

This packet contains four 4-H creative projects for students in the textile sciences area, on the following topics: design, closet organization, clothes shopping, and wardrobe planning. Each project provides an overview of what the student will learn, what materials are needed, and suggested projects for the area. Projects can be adapted for beginning, intermediate, or advanced levels of skills. A step-by-step plan for doing the project, with instruction sheets and line drawings is included. Also included are a project record, ideas for sharing the project with others, and suggestions for additional projects. (KC)

ED 379 510 CE 068 348

Scholl, Jan
4-H Textile Science Textile Arts Projects.
PUB DATE- 94
NOTE- 24p.; For related documents, see CE 068 343-347.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Clothing; Clothing Design; *Clothing Instruction; *Design Crafts; Elementary Secondary Education; Extracurricular Activities; Home Economics; *Home Management; *Learning Activities; *Student Organizations; Student Projects; *Textiles Instruction
IDENTIFIERS- *4 H Programs; Crocheting; Knitting; Weaving

This packet contains three 4-H textile arts projects for students in the textile sciences area. The projects cover weaving, knitting, and crocheting. Each project provides an overview of what the student will learn, what materials are needed, and suggested projects for the area. Projects can be adapted for beginning, intermediate, or advanced levels of skills. A step-by-step plan for doing the project, with instruction sheets and line drawings is included. Also included are a project record, ideas for sharing the project with others, and suggestions for additional projects. (KC)

ED 379 511 CE 068 362

VISIONS for Greater Employment Opportunities. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Feb 95
NOTE- 133p.; For related documents, see CE 068 363-367 and CE 068 370-373. Prepared in partnership with Orangeburg-Calhoun Literacy Council. Printed on colored paper.
LANGUAGE- English

(San Diego, CA (November 30-December 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Needs; Evaluation Methods; *Literacy Education; Measurement Techniques; *Needs Assessment; *Profiles; Standards; *Student Evaluation
IDENTIFIERS- Anthropometry; *Literacy Task Analysis

Research was conducted to illustrate how the profile approach to measurement could be used to define "standardized fits" between literacy task difficulty and adult proficiency. To provide understanding of this type of standard, the study began by comparing clothes anthropometry to educational measurement; in the former, the concern is with fitting clothing size to human size, whereas in the latter the concern is with fitting task difficulty with adult proficiency. To optimize such fits, researchers proposed that, just as a set of variables (for example, neck and sleeve size) and their constructs (length measured in inches) provides a common means for interpreting and relating clothes size to human size, there must be a similar means of interpreting and relating task difficulty to human proficiency. Some variables and their constructs can be identified and validated that characterize both task difficulty and adult proficiency on the prose, document, and quantitative scales of the Department of Labor's Workplace Literacy Assessment and the recent National Adult Literacy Survey. Similar to the anthropometric categories of "small," "medium," "large," and "extra-large" in clothing sizes, five levels of task difficulty and adult proficiency were described and validated on the two assessments' three literacy scales. The study concluded by considering how these five levels serve as useful standardized definitions of "growth space," which, in turn, provides an important basis for designing enhanced computer-based measurement and instructional systems. (Contains 72 references.) (Author/KC)

ED 379 532 CG 025 669

Hinkle, J. Scott
Sports Counseling: Helping Student-Athletes. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Athletes; *College Athletics; *College Students; *Counseling Services; Higher Education; Student Needs
IDENTIFIERS- ERIC Digests

There has been a dramatic increase in interest and participation in sports during the past decade, and this increase has affected the college student-athlete. Approximately 10% of American college athletes suffer from problems appropriate for counseling interventions. There is a need for counseling professionals who are sensitive to interventions for student-athletes and who can address the psychoemotional needs of the student-athlete. The digest contrasts the role of the sports counselor with the role of the sports psychologists who is primarily concerned with performance. Counselors involved professionally with student-athletes must recognize the students reported being threatened or injured by a weapon on school property during the previous school year. Physical fighting is often considered a normal part of adolescent development, rather than a cause for concern. However, research has shown that fighting is the single most common precursor to homicide among youth. Students in this survey report a significant amount of physical fighting. Nearly 40 percent (approximately 120,000) of all 9th to 12th grade students were involved in a physical fight in the previous year. Fifteen percent (an estimated 45,000) of all high school students reported fighting on school property one or more times in the previous year. As of 1993 bringing a gun to school constitutes a felony violation. This survey was conducted prior to the passage of this legislation, so it will provide a benchmark of the rate of weapons carrying among high school students. Future surveys may serve as an indicator of the impact of this legislation. (BF)

ED 379 552 CG 025 990

Hoggan, Donovan
The P.L.A.C.E. Crisis Intervention Model: Emotional First-Aid.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Information Services; Counseling; Counseling Services; Counselors; *Crisis Intervention; Foreign Countries; *Hotlines (Public); Information Sources; *Intervention; Models; Prevention; *Workshops
IDENTIFIERS- Crisis Management

Every day, untrained individuals are called upon to intervene in crises. This paper presents a two-stage approach to crisis intervention, limited here to the immediate alleviation of symptoms and the rapid referral to qualified help. The first stage entails a crisis intervention model that is comprehensive enough to deal effectively with an immediate crisis, simple enough to be implemented by people who may have little or no training as counselors, and flexible enough to be useful for trained counselors whose training did not include crisis intervention. The second stage describes a workshop that teaches the crisis intervention model in enough detail to enable workshop participants to implement the model. The workshop is flexible enough to be offered in as little as 3 hours or as much as 8 hours, and at a level appropriate for a wide range of differently trained participants. It is meant to offer only the basics of crisis intervention. The model incorporates two important assumptions: (1) the people who would be using it would already have basic listening skills; and (2) anyone willing to listen in a caring, empathic way can intervene effectively in a crisis. (RJM)

ED 379 553 CG 025 991

Watson, Zarus E. P.; And Others
The Relationship between Black Student Level of Academic Success and Academic Advisement: A Case Study.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English

(1) The first step to power is clarity; (2) Powerful people do not want to be like anyone else; (3) Powerful people know that getting there is all the fun; (4) Powerful people always have other powerful people help them achieve their goals; (5) Powerful people know how to find their niche, by following their passion; (6) Powerful people enjoy the process of research, then they act and move ahead on the information they have; (7) Powerful people know how to make and keep lasting relationships (contacts); (8) Powerful people trust their instincts; (9) Powerful people know that freedom is the result of self-discipline; and (10) Powerful people know when they "get there." Each chapter requires written exercises and self scrutiny. The emphasis is on internal focus before external concerns are addressed. An enumerated summary appears at the end of each chapter. The book closes with a list of ten steps readers can follow to discover ways in which they can do what they love for a living. (RJM)

ED 379 572 CG 026 052

Cross-Curricular Sex Education (CCSE): Project Pack for Schools and Health Authorities. Volume 1: Co-ordinators Guide.
PUB DATE- 94
NOTE- 145p.; For Volume 2, corresponding "Teaching Materials," see CG 026 053.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Curriculum Development; Curriculum Guides; Family Life Education; Foreign Countries; *Instructional Development; Material Development; Public Health; Secondary Education; *Sex Education; *Sexuality; Student Educational Objectives
IDENTIFIERS- Sex Knowledge; United Kingdom

This book is a guide for personnel responsible for implementation of a cross-curricular sex education project in schools. It complements and overlaps the contents of the "Teaching Materials" book which contains a set of cross-curricular modules suitable for use in secondary schools. Both books are designed to support other curricular programs, but each one can also stand alone as a contribution to the social education of students. The materials inform young people about the medical ramifications and other consequences of sexual behavior and encourage young people to find time for reflection. It is also hoped that this guide will provide educators effective strategies for coping with the demands of health and social education during a period of curriculum changes. The project incorporates "cross-curricular modules" to allow discussions of sexuality and relationships in various subject areas. The modules provide information and opportunities to explore a variety of topics. Each module, designed to be used by non-health-specialist teachers, is to be delivered in subject time. It provides purposeful activities for the subject course work, includes an element of class feedback for the coordinator, does not demand special skills in sex education, and contains no sensitive material. (RJM)

ED 379 573 CG 026 053

Cross-Curricular Sex Education (CCSE): Project Pack for Schools and Health Authorities. Volume 2: Teaching Materials.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Distance Education; Elementary Secondary Education; Family Involvement; Higher Education; *Hispanic Americans; Inservice Teacher Education; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation
IDENTIFIERS- Chicanas; Chicanos; Hispanic American Students; Latinas; Latinos

This learning package on factors that determine and influence Hispanic parental involvement is designed for implementation either in a workshop atmosphere or through individual study. The package includes an overview of the topic; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of articles and existing ERIC/Reading, English, and Communication (REC) publications on the topic; a set of guidelines for using the learning package as a professional development tool; an evaluation form; and an order form. (RS)

ED 379 592 CS 011 563

Behm, Mary; Behm, Richard
Leamos!--Let's Read! Parent-Meeting Leaders Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 67p.; Published with EDINFO Press. Spanish translation by Silvia Jaramillo and Kristina Lindborg.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; Elementary School Students; *Motivation Techniques; *Parent Education; *Parent Participation; Parents as Teachers; Parent Student Relationship; *Reading Improvement; Student Motivation
IDENTIFIERS- *Reading Motivation

Presented in both Spanish and English, this guide for a parent involvement meeting is designed to help teachers and parents explore specific strategies to motivate children to become better readers and learners. The guide contains material necessary to conduct a 1- or 1.5-hour session on motivational techniques that parents can use at home with their children. The leader's guide includes: (1) presentation notes and a variety of activities for the session; (2) a reproducible written invitation for teachers to send home to parents; (3) handout masters; (4) 25 bookmarks; and (5) information about other products and services that will help foster parent involvement. Seven chapters are as follows: (1) Getting Acquainted: Warm-Up Activities; (2) Right Now You Are Probably Wondering, "Why Should I Become Involved in My Child's Education?"; (3) How You Can Motivate Your Child To Learn; (4) Being a Model of Curiosity; (5) How You Can Find Time for Parent Involvement: Making Reading a Family Habit; (6) Using Leamos! and (7) Questions, Evaluation, and Closing. (RS) reading period during the day; and a home reading program. To assess the effectiveness of the program, a series of evaluations were conducted. Some evaluations used the entire population of children participating; others used only a sample of that population. Each study is reported with a description of the sample, methods, results, and discussion. Over the two years of the program, students made significantly greater than expected growth in reading ability in all 14 classes. All but two children who entered second grade reading at a primer level or higher (and half of those who did not) were reading at grade level or higher by the end of the year. Growth in fluency and accuracy appeared to be consistent over the whole year. Students' and teachers' attitudes toward the program were positive. In evaluating individual components, self-selected partnerings seemed to work best and children chose partners primarily out of friendship. Children tended to choose books that were about or slightly below their instructional level. In addition, children seemed to benefit instructionally from more difficult materials than generally assumed, with the greater amount of scaffolding provided in the program. (Contains 40 references, and four tables and eight figures of data. A list of interview questions is attached.) (Author/RS)

ED 379 611   CS 012 010

Tracey, Diane H.
Family Literacy: Research Synthesis.
PUB DATE- Nov 94
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Family (Sociological Unit); *Family Life; Higher Education; *Literacy; *Literacy Education; Parents; *Research Needs
IDENTIFIERS- ERIC; *Family Literacy; Research Synthesis

Despite the growing prominence of programs and funding related to family literacy, a comprehensive review of the professional literature on the topic has yet to be published. The need for such a document is great, both from the point of view of researchers, policy decision makers and those new to the field. For this study, two primary indexes within the ERIC system, Resources in Education (RIE) and Current Indexes to Journals in Education (CIJE) were searched using the descriptor "family literacy." In all, 409 abstracts were read and reviewed and 135 primary articles were analyzed. The abstracts and papers sorted themselves easily into three main categories: research emphasis (19%), program descriptions (33%), and position papers (38%). Additionally, 10% of the files either did not open, or were found to be completely unrelated to the topic under study. Three primary findings result from the synthesis of article and abstracts within the area of research emphasis. They are: (1) that many of the studies in this area have addressed highly focused areas as opposed to broad ones; (2) that many of the studies focused on areas that have been well-documented in other disciplines; and (3) that few of the studies concentrated on program efficacy. Of the 73 articles and abstracts in this category, 35 were found to have a primary focus well-documented in other fields of literature. Review of this literature reveals therefore problems, strengths, and needs within the

(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperation; Field Experience Programs; Higher Education; *Integrated Curriculum; *Methods Courses; Program Descriptions; *Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Education
IDENTIFIERS- *Learning Communities; University of Wisconsin Oshkosh

The Learning Community program at the University of Wisconsin Oshkosh brings together four individual teacher education methods courses in an integrated block with clinical field experience. The program provides teacher educators the opportunity to integrate their instruction with other courses and contextualize the learning of students with classroom experiences. For one teacher educator in the program, the most satisfying collaborative relationship within the Learning Community was with his colleagues. The forum provided the teacher educators with their first opportunity to discuss their teaching and to discover what the others were doing. The teacher educator's involvement with the Learning Community caused him to become reinvolved with cooperating teachers after an extended absence from the field of supervision. The Learning Community gave cooperating teachers more voice. Also the Learning Community provided cooperating teachers enhanced credibility. Students' responses to this new way of teaching and learning were negative--the two lowest sets of ratings one teacher educator received from groups of students were from the first two cohort groups in the Learning Community. Continuing concerns include (1) how to form communities of learners that are truly inclusive and promote a positive experience for all involved; and (2) whether contextualizing learning causes students to value methods instruction more, or whether the teacher educators find themselves competing with the field experience. (RS)

ED 379 630 CS 012 029

Winchock, J. M.
Sexist Attitudes towards Reading and Writing in the Young Adult and Adult Learner Population.
PUB DATE- May 95
NOTE- 37p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adults; Attitude Measures; Community Colleges; High Schools; *Reading Attitudes; Reading Research; *Sex Differences; *Sex Role; Student Attitudes; Student Surveys; *Writing Attitudes; Writing Research

A study examined the masculinity/femininity attitude of students toward reading and writing. Subjects, 91 young adults and adults in high school, adult high school, and community college remedial classes in the fall and spring of the 1994-1995 school year, completed the Mazurkiewicz Masculine Feminine Attitude Survey. Results indicated no significant difference between attitudes of the gender subsamples, but a significant and pronounced classification by both genders of reading and writing as mostly feminine activities. (Contains 35 references and 5 tables of data.) (Author/RS)

ED 379 631 CS 012 030

Behm, Mary; Behm, Richard
You Can Help Your Child with Reading and Writing! Ten Fun and

Electronic mail is one means of dealing with resistance and recalcitrance among students faced with class materials that challenge their beliefs. A professor at a small technical university in the south found three topics particularly difficult for her conservative Christian students to deal with: the radicalism of the Romantic poets, feminism, and homosexuality. Through electronic mail, however, the instructor found a means of challenging her students. After collecting her students' journal entries via electronic mail, she would post them anonymously for all to read and respond to on a electronic bulletin board. Collaborative learning of this sort benefits both the instructor and students alike. In this case, the instructor would probably never have been aware of the "backlash" of feminism felt by her female students, many of whom began their feminist statements with, "I am not a feminist but..." Similarly, electronic mail proved productive for debates about the "immoral" lifestyle of Shelley and Byron and the religious skepticism of Blake and Shelley. Electronic mail has other advantages in that it encourages participation from students who would not normally speak out; it fosters enthusiasm and interest where other more conventional forms of communication do not; and it constitutes a more intimate relationship between communicants than do other forms of communication, while at the same time preserving anonymity. Contains eight references. (TB)

ED 379 654   CS 214 721

Farstrup, Alan E.
Standards for the English Language Arts: Issues and Current Status.
PUB DATE- 2 Dec 94
NOTE- 5p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Curriculum; English Instruction; Evaluation; *Language Arts; Secondary Education; *Standards
IDENTIFIERS- *Educational Issues; English Teachers; International Reading Association; National Council of Teachers of English; *National Standards

The answer to the question, "What's happening to the standards project organized by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE)?" is that the project is going forward. Though its federal sponsors rejected it in the fall and winter of 1993-94, the project is continuing under the auspices of the two organizations; they are funding the project themselves because English teachers must have a voice in the formation of policy related to educational standards and testing. The change in political contexts as a result of last fall's election has done nothing to quell the controversy about standards. The religious right is concerned that the standards movement will promote a set of federally-based rules which will interfere with family prerogatives. Many others among the public and in the teaching profession seem concerned that the development of national standards may mean, in effect, the imposition of standards that are lower than they might wish. Some fear that problematic rules and regulations will be imposed. Nevertheless, interest in standards among policy makers remains high. Certain language

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Literary Criticism; Reading Writing Relationship; Research Papers (Students); Research Skills; *Student Research; *Writing (Composition); Writing Instruction; Writing Processes
IDENTIFIERS- Pirsig (Robert); Process Approach (Writing); *Writing Development; *Zen and the Art of Motorcycle Maintenance

To incorporate Robert Pirsig's "Zen and the Art of Motorcycle Maintenance" into a course on writing may be to subvert the author's purpose. Pirsig meant for his book to be read aimlessly--like a Zen experience whose goal is only realized after it is achieved. Pirsig might even object to the "teaching" of "Zen and the Art" since college courses are driven by purpose and agenda. Nevertheless, the book may be fruitfully used as a tool when preparing students for the task of writing a research paper. Here are six reasons that the study of the book supports the process approach to writing of all types. One, students are interested in "Zen and the Art" for its story line, so they will read it. Two, students enjoy solving the mystery of Phaedrus's identity. To do so, they must gather facts. Three, reading a long, dense text over several weeks, students can practice and gain confidence in their ability to gather significant evidence, to cite correctly, and to combine evidence into an organized essay response. Four, students can follow one or several themes through the book. When they write more than one paper on a single topic, they can see how their perspective changes over time. Five, form follows function in "Zen and the Art," so students learn how verb tense and ordinary words can contribute to a text's success. Six, the book teaches that the Zen experience requires active engagement, so students learn that they must become actively involved in their research paper topics if they are to produce well-written papers. Contains three references. (TB)

ED 379 673   CS 214 744

McCord, Sue
The Storybook Journey: Pathways to Literacy through Story and Play.
PUB DATE- 95
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Childrens Literature; *Literacy; Parent Participation; *Play; Poetry; Primary Education; *Story Reading; *Story Telling; Whole Language Approach; Young Children
IDENTIFIERS- *Emergent Literacy

Emphasizing the significance and delight of using storybooks as a means of entering the world of children, this book looks at the relationship between play and child development, the use of stories to foster genuine human relationships, and the creation of meaningful environments, curriculum, and materials derived from the themes and concepts presented in storybooks. The book develops a framework to use a whole-language, literature-based learning approach as a means to integrate learning and emerging literacy into all facets of the classroom through immersion in storybooks. The key element of the framework in the book is teachers working closely with families as well as with children to make storybooks and storytelling an integral part of every

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Computer Anxiety; *Computer Assisted Instruction; *Computer Attitudes; Cooperative Learning; *Debate; *Electronic Mail; Higher Education; *Intercultural Communication; Undergraduate Students; Writing Apprehension
IDENTIFIERS- *Cultural Sensitivity

D. P. Thompson (1987) pointed out that the e-mail network can help students work collaboratively, solve problems, and experience writing as communication in the real situation. This study examined the impact of e-mail debate on intercultural sensitivity, writing apprehension, and computer anxiety. Fifty-four students in two sections of a junior-level intercultural communication class participated in the 12-week project. Divided into groups, they were required to participate in debates (following the rules of debate) that included the following assertions: (1) intercultural marriage is acceptable; (2) intercultural communication should be part of any college curriculum; (3) people from different cultures cause problems in the United States. Several measurement tests were given. The 22-item Intercultural Communication Attitudes Scale (1993) was used to test participants' intercultural sensitivity. The 26-item Daly-Miller Test (1975) was used for the measurement of writing apprehension. The 20-item Computer Anxiety Scale (1990) was used to measure the degree of participants' computer anxiety. Results showed significant changes between pretest and posttest in intercultural sensitivity and computer anxiety, but no significant changes in writing apprehension. (Contains 14 references and one figure.) (TB)

ED 379 693 CS 508 810

McDowell, Earl E.
An Exploratory Study of PRCA-24 Variables, Receiver Apprehension (RA) and Telephone Apprehension (TA) for College Students from Australia and the United States.
PUB DATE- 20 Nov 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Communication (Thought Transfer); *Communication Apprehension; Communication Research; Comparative Analysis; Foreign Countries; Higher Education; Speech Communication
IDENTIFIERS- Australia; Personal Report of Communication Apprehension; *Telephone Apprehension; United States

Although previous research has explored the differences between Personal Report of Communication Apprehension (PRCA) scores and Receiver Apprehension Test (RAT) scores, no studies have focused on the relationship between PRCA scores, RAT scores, and Telephone Apprehension Inventory (TAI) scores for the United States and Australia. A study investigating these relationships posed the following research questions: (1) What are the relationships between PRCA variables, RA and TA, for these two countries? (2) Will there be significant differences between the means of the two groups (college students from each country) in rating the four context variables of the PRCA two, the old pamphlet for the Advocate Program and the new one. The newest pamphlet revises the first in several respects. For one, it is larger than the first; colors are more brilliant; and the title of the program is printed in larger, bold print. Upon opening the newest brochure a student will find an introductory page not in the first edition. In an organized fashion, this page outlines the main concepts of the program: (1) informal resolution; (2) bringing charges through the campus judicial system; and (3) bringing charges through the civil legal system. The changes to the brochure are largely beneficial; pictures of the faculty in the brochure is a particularly good idea because it allows a student to look through for a professor that he or she might know. There are several problems with the Advocate Program: namely, students do not know about it--this is confirmed by two informal surveys. Another problem is that students do not know what constitutes harassment. Still, the program addresses on the local level a very significant nation-wide problem. (TB)

ED 379 711 CS 508 830

Fuss-Reineck, Marilyn
Eating Iguana: A Qualitative Analysis of Faculty Expectations and Assessments of a Mexican Sojourn.
PUB DATE- Nov 94
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Faculty Development; Foreign Countries; Higher Education; *Intercultural Communication; Multicultural Education; Questionnaires; *Travel
IDENTIFIERS- Concordia College Saint Paul MN; *Faculty Attitudes; Mexico

As part of a thrust to increase multiculturalism in the curriculum, Concordia-St. Paul faculty applied for summer sojourn grants, provided by the Bush Foundation. The rationale for the sojourn was that "change in faculty will affect change in the curriculum and in students" (Wentzel 1990). Sixteen faculty members who participated in a Mexican sojourn were interviewed twice: (1) at predeparture, and (2) at post-sojourn. The pre-departure questionnaire probed participants' intercultural definitions and applications, reasons for participating, expected personal, family and professional impacts, expectations/concerns for the sojourn itself and for Mexican culture, assessments of the meaning of intercultural effectiveness, important intercultural communication skills, and awareness of change. The follow-up questionnaire asked for intercultural definitions, goal accomplishment, personal, family and professional impacts, descriptions of experiences and Mexican culture, evaluations of the effectiveness of intercultural encounters, factors that contributed to learning, and recommendations for future sojourn experiences. Interviews resulted in 327 pages of transcripts, examined by applying a Symbolic Interactionist perspective to discover meanings and identify common themes. Pre-departure results suggest that participants' perceptions of the quality of previous experience abroad may be an important link to expectations. In post-sojourn interviews, 100% of participants attributed personal change to their participation. (Interview questions and coding

Duffy, Francis M.
Supervising Knowledge Work.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Instructional Improvement; Models; Organizational Theories; School Districts; Social Structure; *Social Systems; *Systems Approach; *Teacher Supervision

This paper summarizes a new paradigm of instructional supervision, which shifts the focus on supervision from an examination of individual behavior to the improvement of work processes and social system components of the school district. The paradigm, called "Knowledge Work Supervision," helps teams of teachers and specially trained supervisors redesign their districts to create high-performance organizations. "Knowledge work" is any work that uses or produces knowledge to deliver products or services to customers. The paradigm was derived from literature on sociotechnical systems design, knowledge work, business process engineering, and organizational development. Given the systemic characteristics of a school district, the dominant orthodox paradigms of supervision (such as clinical supervision and supervision-as-inspection evaluation) seem inappropriate because they focus on the behavior of individual teachers. Thus, it seems appropriate to shift paradigms so that practitioners can focus on the supervision of deliberations and on supervising the boundaries between grades, levels of schooling, and the school system and its environment. Supervision would also focus on the quality and functioning of the social system in relation to the technical system. A paradigm shift may result in a better fit between supervisory processes and the purpose, goals, and outcomes of a school system that seeks to improve its effectiveness. One figure is included. (LMI)

ED 379 731 EA 026 350

Duffy, Francis M.
Designing High Performance Schools through Instructional Supervision.
PUB DATE- 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Instructional Improvement; Models; Organizational Theories; School Districts; Social Structure; *Social Systems; *Systems Approach; *Teacher Supervision

This paper summarizes a new paradigm of instructional supervision, which shifts the focus from individual behavior to the improvement of work processes and social system components of the school district. The proposed paradigm, the Knowledge Work Supervision model, is derived from sociotechnical systems design theory and linked to the premise that school systems are knowledge organizations and that teaching is knowledge work. "Knowledge work" is any work that uses or produces knowledge to deliver products or services to customers. Groups of teachers, Redesign Management Teams (RMTs), collaborate with specially

ED 379 750 EA 026 492

Farlow, Beverly J.
No-Touch Policies in the Public School Setting.
PUB DATE- Nov 94
NOTE- 9p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (San Diego, CA, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Behavior Problems; *Compliance (Legal); Constitutional Law; *Court Litigation; Elementary Secondary Education; Grievance Procedures; *Legal Problems; *Legal Responsibility; Negligence; *School Policy; Sex Discrimination; Sexual Harassment; Student Rights; Teacher Rights; Violence

This paper provides legal information about the role of physical conduct in student-teacher, teacher-teacher, and administrator-teacher roles. The two legal theories that pertain to physical conduct in the schools are found in Title IX of the Education Amendment of 1972 and 42 U.S.C. (1983) for violations of due process and equal protection clauses. The bases for liability for physical conduct include: (1) there must be an actual or a de facto policy; (2) deliberate indifference may suffice to create liability; (3) school districts must adopt policies that pass constitutional muster; and (4) simple negligence does not constitute violation of 1983 constitutional law. Possible targets of a suit include the school district, the individual employee, or the private individual. Although student conduct is not state action, there are other types of liability. Guidelines are offered for protecting the rights of students and employees regarding the forms of physical conduct for consideration, implementation of board policy, remedial action, investigation, complaint system, procedures, and policy implementation. Common sources of liability facilitated by school officials' actions are also identified. Most involve failure to take action or concealment of the problem despite having knowledge. (LMI)

ED 379 751 EA 026 493

Public and Private School Costs. A Local Analysis, 1994.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgets; *Costs; Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Expenditure per Student; Expenditures; *Private Schools; *Public Schools; *School District Spending; Teacher Salaries
IDENTIFIERS- *Wisconsin

This document presents findings of a study that identified key factors of cost-per-pupil differences between public and private school spending among selected Milwaukee area public and private schools. The analysis was limited to cost factors only, specifically, to per-pupil spending. Methodology included a review of the school budgets of 7 public school districts and 17 private schools in the Milwaukee area. The comparison of spending focused on the following cost items: salaries, benefits, books and educational supplies, maintenance and custodial services, utilities, professional services, and

NOTE- 9p.; Remarks prepared for the Annual Meeting of the National Organization on Legal Problems of Education (San Diego, CA, November 17-19, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Grouping; Bilingual Education; Court Litigation; *Educational Discrimination; *Educational Opportunities; Elementary Secondary Education; *Equal Education; Racial Bias; *Racial Discrimination; Racial Integration; *Racial Segregation
IDENTIFIERS- Brown v Board of Education

This paper describes some of the race discrimination issues in education that are most pressing 40 years after the "Brown v. Board of Education" decision and offers ways in which lawyers and educators can help address such discrimination. The following race discrimination issues in education are likely to produce conflict: (1) the use of ability groupings that tend to segregate students of color; (2) educational remedies in school desegregation cases ("Milliken II"); (3) educational services for limited-English-proficient students and the feasibility of bilingual education; (4) educational services for children of undocumented immigrants and the role of school officials in enforcing national immigration laws; and (5) harassment based on race and national origin. Lawyers and educators should approach discrimination not only as a legal problem but as a problem warranting immediate and aggressive educational interventions. Attorneys can encourage their education clients to take the following steps: (1) acknowledge the problem; (2) promote student and staff diversity; (3) teach students the history of the American civil rights movement; (4) eliminate ability groupings and set high expectations for all students; (5) ensure that curricula respects the contributions and concerns of persons of color; (6) modify pedagogies; (7) treasure native languages and ethnic identities; (8) create professional staffs to serve an increasingly diverse student population; (9) eliminate funding inequities; and (10) reduce concentrations of poor children in urban schools. (LMI)

ED 379 770 EA 026 515

McCune, Tim
School Violence and Technology.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Crime Prevention; Elementary Secondary Education; Federal Legislation; *School Policy; *School Security; Search and Seizure; Social Control; Student Rights; *Technology; *Violence
IDENTIFIERS- *Metal Detectors

This article examines the role of technology in an attempt to curb school violence. Despite an increasing national focus on school violence and schools' growing desire for hardware to deal with the problem, the role of technology in making schools safer remains ill-defined and undecided. However, some educators caution that the use of technology should be part of an overall strategy to reduce violence. Attention to the human dimensions of a school's environment may be equally important. School boards can: (1) address challenges in the school considerable knowledge from the project. They also reported that they gained more theoretical than practical knowledge and learned more about the community than about the research process. Appendices contain a list of the community studies undertaken by students. (LMI)

ED 379 788   EA 026 539

Hakim, Simon, Ed.; And Others
Privatizing Education and Educational Choice: Concepts, Plans, and Experiences.
PUB DATE- 94
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Economics; Educational Vouchers; Elementary Secondary Education; *Free Enterprise System; Open Enrollment; Private Education; *Privatization; Public Education; *School Choice; State Action; Tax Credits; Tuition

This book contains articles by educational researchers who examine the issues surrounding educational choice in public school systems and the voucher system for private schools. They discuss when choice should be considered, methods of implementation, and the extent to which government should be involved. Descriptions and evaluations of choice programs that have been implemented are presented. The book includes contributions from both supporters and opponents of choice. Following the introduction by editors Simon Hakim, Paul Seidenstat, and Gary W. Bowman, part 1 discusses the merits of school choice, guidelines for implementation, and types of contracting methods. The following chapters constitute part 1: "An Economic View of the Effectiveness of Public and Private Schools" (David Beers and Jerry Ellig); "Why Educational Choice: The Florida Experience" (Tom Feeney); "Private School Choice: An Ineffective Path to Educational Reform" (Albert Shanker and Bella Rosenberg); and "Public Schools by Contract: An Alternative to Privatization" (Paul T. Hill). Part 2 presents particular plans for implementation, including: "Three Privatization Models for Public Schools" (Thomas H. Kean); "Redesigning the Financing of American Education to Raise Productivity: The Case for a Just Voucher" (Peter W. Cookson, Jr.); "A 'GI Bill' for Educating All Children" (Pierre S. duPont IV); "Blending the Neighborhood School Tradition with 'Choice within Schools'" (Ernest L. Boyer); and "Privatizing Higher Education" (Kevin C. Sontheimer). The third part highlights experiences and evaluations of implementation plans. Articles are: "The Evaluation of the New Hampshire Plan: An Early Voucher System" (John Menge); "THe Milwaukee Choice Program" (Thomas Hetland); "A Public-Private Partnership: South Pointe Elementary School of Dade County, Florida" (Thomas H. Peeler and Patricia A. Parham); "Making Choice an Option for Parents: East Harlem, New York" (William E. Ubinas); and "Public Choice in Minnesota" (Michael C. Rubenstein and Nancy E. Adelman). Each chapter contains references; an index is provided. (LMI)

ED 379 789   EA 026 540

Reutersward, Lars
Handbook on Design Guidelines for Easy Access to Educational Buildings by Physically Handicapped Persons. Educational

ED 379 808 EA 026 566

Galvin, Patrick F.
Evaluating the Performance of Utah's Schools. Policy Studies in Education.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Evaluation Criteria; Measurement Objectives; Performance; Regression (Statistics); Socioeconomic Influences; *Standardized Tests; State Legislation; *State Norms; Test Bias; *Test Interpretation; Test Reliability
IDENTIFIERS- *Utah

Statewide testing programs, such as Utah's, provide a rich source of performance data. This paper builds on the work of Klitgaard (1974) and identifies educational objectives and corresponding measures by which educators can more fully describe the performance of their school system, utilizing statewide testing data. Methodology involved regression analysis of Utah's Stanford 8 Achievement Test scores for 1990-91 and 1991-92. Three sections report on conceptually distinct indicators of performance--threshold, uncontrolled, and controlled indicators. Comparative and trend data among Utah school districts are analyzed. Nine educational objectives that underlie the measurement and description of the performance assessment are described. Problems in the validity and utility of standardized achievement tests are addressed. The performance measures provide preliminary evidence that Utah's schools are improving over time. Accurate and useful performance assessment requires multiple indicators, for which trend analysis is useful. In general, the findings suggest that efforts to improve the achievement of Utah's schools did not affect any single educational goal, but had implications for several educational goals. Concerns about the average level of achievement within a school, district, or state should not be at the expense of concerns about how those scores are distributed or how the very exceptional schools fare. Eleven tables are included. Contains 13 references. (LMI)

ED 379 809 EC 303 682

Fowler, William; And Others
Sociocultural Variations in Competence Development among High School Students Educationally Enriched during Infancy.
PUB DATE- Oct 94
NOTE- 20p.; Paper presented at the Annual Esther Katz Rosen Symposium on the Psychological Development of Gifted Children: Developing General and Specific Abilities and Their Relationship to Diversity (4th, Lawrence, KS, September 30-October 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Early Intervention; *Enrichment Activities; Ethnic Groups; Followup Studies; Foreign Countries; *Gifted; Higher Education; High Schools; Infants; *Language Acquisition; Longitudinal Studies; Low Income Groups; Minority Groups; Parent Background; Preschool Education; *Program Effectiveness; *Sociocultural Patterns; Student Development;

students with behavior disorders. Over 40 percent of school districts have written program descriptions in the areas of program philosophy, student needs and identification, program goals, and program design and operations. Referral procedures tended to be well articulated, while instructional methods and curriculum, exit procedures, and evaluation plans are less formalized. (Contains 120 references.) (DB)

ED 379 827 EC 303 700

Hauser, Jerald
Help and Fair Play for College Learning Disabled Students.
PUB DATE- 12 Jan 94
NOTE- 15p.; Paper presented at a St. Norbert College Faculty Conference (De Pere, WI, January 12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; Coping; Higher Education; *Learning Disabilities; *Learning Strategies; Student Characteristics; Student College Relationship; *Student Needs; *Student Personnel Services; Study Skills; Teacher Attitudes; Teacher Student Relationship

This paper addresses the characteristics, achievements, attitudes, and needs of college students with learning disabilities (LD). The most definitive and frequent description of LD is that there is a significant discrepancy between measured intelligence and academic achievement. College students with LD often possess high degrees of motivation and persistence as a result of coping with these special challenges. Many have identified specific study strategies that work for them, including studying in quiet places, following a schedule, subvocalizing their reading, and purchasing previously highlighted textbooks. Seldom used strategies include using audiotaped textbooks or tape-recording lectures. However, virtually all college students with LD report that they desire and need emotional, social, and academic support such as a support group; academic advising that takes into account their limitations; clear syllabi; tutorial services; and provision of adaptations in test format or time allowed. Among examination procedures likely to minimize these students' success are "pop" quizzes and in-class examinations that require extended and first-time reading prior to writing. Faculty typically express concerns about lack of services for students with LD, false claims of LD to mask poor student preparation, and the increased time demands that LD students require of faculty. (Contains 12 references.) (DB)

ED 379 828 EC 303 701

Piquette, MariceAnn
A Multi-Modal Approach to Remediating Main-Idea Comprehension Deficiencies in Behavior-Disordered Students.
PUB DATE- Jul 94
NOTE- 82p.; Master of Science Practicum Report, Nova University. Occasional broken type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Disorders; Individualized Instruction; Journal Writing; Psychiatric Hospitals; *Reading Comprehension; Reading Strategies; Remedial Instruction; *Remedial Reading; Secondary Education; *Tutorial Programs; Writing Instruction

modifications in curricular activities, materials, and teacher-student verbal interactions. Descriptive statistics and chi-square procedures were used to analyze the CPR data. Results indicated that little differentiation in the instructional and curricular practices, including grouping arrangements and verbal interactions, was provided for gifted and talented students in regular classrooms. Across 5 subject areas and 92 observation days, gifted students received instruction in homogeneous groups only 21 percent of the time, and the target gifted and talented or high ability students experienced no instructional or curricular differentiation in 84 percent of the instructional activities in which they participated. The observation manual used in the study is appended, as are a list of observers, a training exercise for conducting observations, and an observation coding guide. (Contains 76 references.) (Author/DB)

ED 379 847 EC 303 720

Reis, Sally M.; And Others
Why Not Let High Ability Students Start School in January? The Curriculum Compacting Study. Research Monograph 93106.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; *Classroom Techniques; *Curriculum Development; Educational Methods; Educational Practices; Elementary Education; Individualized Instruction; *Inservice Teacher Education; *Instructional Effectiveness; Mainstreaming; Staff Development; Teaching Methods
IDENTIFIERS- *Curriculum Compacting; Differentiated Curriculum (Gifted)

This study examined the effects of curriculum compacting, a curriculum modification technique for gifted and talented students, with approximately 436 elementary teachers and 783 students in 27 school districts throughout the United States. The study was designed to investigate the types and amount of curriculum content that could be eliminated for high ability students by teachers who received various levels of staff development. It also examined effects of curriculum compacting on students' achievement, content area preferences, and attitudes toward learning. Teachers were randomly assigned to one of four groups, three treatment groups that received increasing levels of staff development or a control group. After receiving staff development services, teachers in each of the treatment groups implemented curriculum compacting for one or two high ability students in their classrooms. A battery of pre/post achievement tests and a questionnaire regarding attitude toward learning were administered to identified students. Results indicated that the compacting process can be implemented in a wide variety of settings with positive effects for both students and teachers. Results also identified effective and efficient methods for training teachers to make appropriate curricular modifications for gifted and talented students. Appendices provide information on treatment and control group instrumentation and eight statistical tables. (Contains approximately 130 references.) (DB)

ED 379 848 EC 303 721

on their size (either small, medium, or large) and their utilization of promising practices in 10 thematic areas identified by a previous Delphi study. Program profiles are provided for the following counties: Bradford, Broward, Levy, Manatee, Pasco, Pinellas, and Sarasota. Promising practices are grouped around the following thematic areas: (1) climate, (2) collaboration, (3) curriculum and instruction, (4) evaluation and development, (5) individualization, (6) program friendliness, (7) staff qualifications, (8) student objectives, (9) student services, and (10) training. Implications for practice are briefly addressed. Appendices include the interview template, sample forms from districts, and a list of contact persons. (DB)

ED 379 866 EC 303 739

Repetto, Jeanne B.; And Others
Statewide Transition Database: Update. Second Edition.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 94
NOTE- 62p.; A product developed by Project RETAIN: Retention in Education Technical Assistance and Information Network, a part of the Florida Network.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Databases; *Educational Practices; Education Work Relationship; *Mild Disabilities; *Program Development; School Districts; Secondary Education; State Surveys; *Transitional Programs
IDENTIFIERS- *Florida

Project RETAIN (Retention in Education Technical Assistance and Information Network) is a Florida project that assists school districts through identification and dissemination of effective practices that keep students with mild disabilities in school. One part of the project was the development of a database of school district efforts in the area of current transition programs. This database provides information to practitioners, administrators, agency personnel, parents, policymakers, and other interested professionals. Data were derived from descriptive materials collected from districts across the state. Materials were analyzed and data were entered into the database and periodically updated. Contents of the transition database have been organized into a dissemination format which includes: (1) a cover page (providing data on contact person/s, district size, verification, initiatives, transition team members, and program status); (2) the transition continuum (with data on transition planning, four levels of employment training, vocational education, and postsecondary training); and (3) program components (covering planning documentation, program documentation, interagency cooperation, curriculum, transition services, dropout prevention, and types of students served). Some overall implications of the data collection effort are noted. Appendices list contact persons, sample materials, and program descriptors. (Contains 14 references.) (DB)

ED 379 867 EC 303 740

Repetto, Jeanne B.; And Others
Statewide Dropout Prevention Database: What's Happening in Florida.

Community Relationship; Secondary Education; State of the Art Reviews; *Volunteers; Volunteer Training
IDENTIFIERS- *Community Service; Service Learning

This document is designed to enlarge and expand the intergenerational community service mission and serve as a practical tool to anyone (including policymakers and program planning professionals) who wishes to learn about or start intergenerational community service programs (ICSPs). The following ICSP topics are discussed: rationale (building citizenship and understanding in a diverse society); best practices (guiding principles, components, myths); planning (assessing needs, engaging community partners, setting goals/objectives, selecting projects defining roles, developing a resource and funding base); implementing (recruitment, participant orientation and training, sample activities); sustaining (support, community visibility, dissemination, program evaluation); the state of the art (Delta Service Corps and Partners for Tomorrow); and tips from three ICSP experts (Billie Ann Myers, John Briscoe, and Lynn Thornton). Appended are the following: 97-item annotated bibliography; annotated list of 11 selected ICSP specialists; contact information for 17 featured programs; information about national/community service grants, the National Senior Volunteer Corps, Title V of the Older Americans Act, and selected multicultural organizations and organizations serving persons with disabilities; and exercise for building intergenerational understanding. (MN)

ED 379 414 CE 068 040

Ellibee, Margaret A.
Recent National Studies and Reports on Education and Economic Reform: Some Initial Implications for Curriculum Standards in Vocational Education.
PUB DATE- 12 Nov 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Skills; Competence; Competency Based Education; *Curriculum Development; *Educational Change; *Finance Reform; Literature Reviews; National Surveys; *Research Reports; Synthesis; *Vocational Education
IDENTIFIERS- *Curriculum Standards; *Secretarys Comm on Achieving Necessary Skills

Nine national studies and reports on education and economic reform that were published between 1988 and 1992 were analyzed from the standpoint of their implications for curriculum standards in vocational education. A comparative matrix analysis method was developed and used to compare and contrast the nine studies/reports to the Secretary's Commission on Achieving Necessary Skills (SCANS) report of 1991, which was selected as a benchmark because of its scope of occupational and personal student skills, completeness, and specificity of skill definitions. The preliminary findings of the analysis were as follows: (1) the reviewed national studies cover the SCANS skills (especially basic skills) in substantial detail but give only limited attention to the SCANS workplace competencies; (2) report sponsorship appears to have some effect on the type of skills included in the national reports examined; and (3) the SCANS report does not include career development skills and/or competencies that are included in several of the national reports that were reviewed. The need to find consensus across education and economic reform studies sociopolitical issues and their related learning needs. Throughout the spring and summer, the project coordinator traveled to First Nations and Metis communities to get to know the Elders and prepare for the Gathering. At these small meetings, the coordinator and the Elders started to identify what and how they wanted to learn based on their perspective. Evaluation and feedback processes were ongoing. Findings indicated that programs and services for the Elders must be developed in consultation with and with the participation of the Elders, and educational programs must be culturally appropriate and community based. Workshops were urgently required in many areas to meet the educational needs of the Elders, including the following: assisting them in writing programs to preserve their stories, legends, and languages and to contribute to their knowledge of their history; providing information on health issues, such as diabetes and tuberculosis; sharing knowledge on traditional medicines; discussing the issue of living on fixed incomes and sharing ideas on budgeting; and writing proposals and lobbying. The development of housing projects specific to the needs of Aboriginal Elders was urgently needed. (Appendixes include information from visits, and correspondence. Contains 10 references.) (YLB)

ED 379 434   CE 068 177

Extending Home Economics Skills into the Home and Community.
PUB DATE- 89
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Family Life Education; *Home Economics Skills; Homemaking Skills; Home Programs; *Home Visits; *Occupational Home Economics; *Parent Participation; Parent School Relationship; Program Development; *Program Implementation; State Programs
IDENTIFIERS- *Ohio

This publication provides guidelines to new and experienced teachers for establishing and managing Ohio's extended program, an integral component of all vocational home economics programs that prepare students for the work of the family. Contents include the following: the rationale for the extended program, standard for extended service for vocational education, conference period policies, and individualized extended experience (IEE) policies. A section on documenting the effectiveness of the extended program covers the extended service plan, vocational conference time, and required reports. The next section provides strategies for implementing the extended program, including extending class learning through IEEs, effective communication with parents, parent involvement, and community involvement. The following section contains various samples of and suggestions for forms and letters to help teachers and administrators implement an effective extended program. Some may be used as is, and all may be adapted. The following samples are provided: extended service forms, extended service schedule, logs and travel forms, IEE forms, and these materials for communicating with parents (guidelines for first communication of the year, forms to facilitate communication, communicating with parents, IEE information for parents, home economics newsletters, and invitation to parents.) (YLB)

Tables (Data); Tech Prep; *Vocational Education
IDENTIFIERS- Adult Education Act; Carl D Perkins Voc and Appl Techn Educ Act 1990; National Literacy Act 1991; *Reauthorization Legislation; School to Work Opportunities Act 1994

This document summarizes the responses from members of the public throughout the 50 states, District of Columbia, and Puerto Rico to a September 1994 notice in the Federal Register in which the Secretary of Education invited public comments regarding reauthorization of programs under the Perkins Act, Adult Education Act, and National Literacy Act of 1991. The following are among the topics covered: general issues in restructuring vocational education (VE) and adult education (AE) programs to achieve national education goals (promoting world-class standards for all students; linking VE and AE to broader objectives for achieving educational reform; and connecting VE, AE, and the School-to-Work Opportunities Act); crosscutting program issues (program standards/assessment, distribution of funds, corrections education, state plans/responsibilities, professional development, and data collection); issues related to VE programs and reauthorization of the Perkins Act (basic state grants, applied technical programs, tech prep, VE and occupational information data systems, and unfunded authorities); and issues related to individual AE programs and reauthorization of the Adult Education Act (state programs and state literacy resource centers). Appended are 16 supplementary tables of data about respondents and distributions of responses regarding major issue categories/subcategories by state and the notice published in the Federal Register. (MN)

ED 379 452 CE 068 262

Schumacher, Leon, Ed.
Single Sheet Agricultural Mechanics Plans.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Aug 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; Carpentry; *Construction (Process); Metal Working; Postsecondary Education; Secondary Education; *Student Projects; *Vocational Education; Woodworking
IDENTIFIERS- Missouri

This packet contains 25 single-page plans for agricultural mechanics projects. Each plan consists of a one-page set of drawings of the object to be made with a list of needed materials, a cut list, and step-by-step construction procedures on the back of the page. Plans for the following wood projects are included: bluebird house, lawn seat, dog house, step stool, boot jack, and flower box. Wood and metal projects are as follows: swing seat, feed bunk, picnic table, and park bench. The following metal projects are provided: broom rack, clothes line pole, yard trailer, baseball "T" stand, deer stand, grooming chute, boot scraper, car ramps, bale spike, can crusher, post driver, wood rack, implement mover, show panel, and post puller. (KC)

ED 379 453 CE 068 263

Education
IDENTIFIERS- *France

This report describes current systems and procedures for certification in France. An introduction makes brief reference to the characteristics of the general and vocational training systems. Part 1 provides details of the respective powers of the various bodies and authorities involved in the establishment of certification procedures. It examines these areas: the certificates and diplomas established by the ministries, the qualifications issued by training bodies and approved by the Committee on the Approval of Technical Training Qualifications, and the qualifications recognized by the occupational sectors. Other sections address the extensive consultations that precede the establishment of diplomas and the validating authorities. Part 2 describes access to certificates and diplomas, including conditions for access and qualification profiles. It also discusses training establishments and forms of training, including training/work experience schemes, modular training and the credit units system, and distance learning. Part 3 describes assessment procedures and conditions for the issue of certificates and diplomas. It addresses the following topics: assessment procedures, assessment objectives, and organization of and responsibility for assessment; composition of the examining boards; and who issues certificates and diplomas in the various ministries. A conclusion highlights trends. Appendixes contain the number of certificates and diplomas issued by ministry, list of abbreviations, and six references. (YLB)

ED 379 472   CE 068 296

Conway, Miriam; Lambkin, Angela
Systems and Procedures of Certification of Qualifications in Ireland. National Report. 4th Edition. CEDEFOP Panorama.
PUB DATE- 94
NOTE- 74p.; For reports on other countries, see ED 368 869, ED 369 905, ED 372 246, and CE 068 294-298.
LANGUAGE- English
EDPS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; Educational Administration; Educational Certificates; Foreign Countries; Job Skills; *Job Training; Labor Force Development; Postsecondary Education; Secondary Education; Sex Fairness; *Student Certification; *Student Evaluation; *Vocational Education
IDENTIFIERS- *Ireland

This report profiles the systems, structures, and procedures for the assessment of competencies and awarding of qualifications in the vocational education and training sectors in Ireland. An introduction briefly describes the Irish education and vocational training system. Chapter 1 profiles the main awarding bodies in Ireland in second-level, vocational, and third-level education. Provision, content, and general certification are described. Chapter 2 describes access and progression to certification and outlines new programs developed to expand routes to certified qualifications. Chapter 3 indicates the techniques for the assessment and certification of competencies used by the organizations described in the first chapter. Chapter 4 presents an overview of recent publications in Ireland pertinent to certification and the need for development. Statistics are also provided relating to certification of awards and program participation. Appendixes

ED 379 489 CE 068 313

Training in the Retail Trade in Ireland. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 74p.; For reports on other countries, see ED 372 241-243, CE 068 309-314, and CE 068 318. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Corporate Education; *Distributive Education; Educational Improvement; Educational Needs; *Educational Trends; *Education Work Relationship; Employment Patterns; Foreign Countries; *Job Training; Labor Market; Merchandising; Personnel Management; Postsecondary Education; Private Sector; Recruitment; *Retailing; Sales Occupations; Secondary Education; Tables (Data); *Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- *Ireland

An international team of researchers studied the following aspects of training in Ireland's retail sector: structure and characteristics, institutional and social context, employment and labor, changing conditions and their implications for skill requirements, and training and recruitment. Data were collected from an analysis of social and labor/employment statistics, literature review, and case studies of a family-owned department store, Ireland's national electricity generating and distribution company, a retail firm selling food and nonfood items, and a private grocery chain. Each case study included information about the following: company structure/characteristics; business strategy; personnel policies; and training policies, strategies, objectives, structure, and plans. The case studies confirmed that systematic training of staff within Ireland's retail sector is a relatively new development. One of the companies had no training department/training system until 2 years ago even though it employs 320 people. Formal planning of training occurred only at the large companies and was generally the responsibility of a training manager. Training practices and topics varied widely, and only the larger organizations had invested in training facilities. Little in-depth assessment of training costs and benefits had occurred to date; however, more systematic assessment of training appeared likely. (Contains 16 tables/figures and 14 references.) (MN)

ED 379 490 CE 068 314

Mattei, Patrizia; And Others
Training in the Retail Trade in Italy. Report for the FORCE Programme. First Edition.
PUB DATE- 94
NOTE- 95p.; For reports on other countries, see ED 372 241-243, CE 068 309-313, and CE 068 318. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Corporate Education; *Distributive Education; Educational Improvement; Educational Needs; *Educational Trends; *Education Work Relationship; Employment Patterns; Foreign Countries; *Job Training; Labor Market; Merchandising; Personnel Management; Postsecondary Education; Private Sector; Recruitment; *Retailing; Sales Occupations; Secondary Education; Tables (Data); *Training Methods; Training Objectives; Trend Analysis

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Job Skills; *Literacy Education; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; Summative Evaluation
IDENTIFIERS- *Workplace Literacy

The VISIONS project, a workplace literacy program held in two manufacturing plants and a regional medical center, was conducted during an 18-month period from July 1, 1993 to December 31, 1994. During the project, staff were hired and trained, task analyses and orientation sessions were held, and tests and curricula were developed. Employees were recruited and some were mandated to attend. Instruction was planned to occur in 4 cycles of 13 weeks each with students attending class 4 hours per week in 2-hour segments, using materials related to their jobs. Courses were developed on the following subjects: reading, mathematics, and chemistry for a cement manufacturer; vocabulary, numbers and charts, English and writing, reading strategies, conflict resolution, and communication skills for a hospital; and communications and problem solving, increasing word power and mathematical problem solving, reading blueprints, and statistical process control for an automotive assembly plant. During the project, 294 students were served, and all the sites indicated a willingness to carry on the project. Evaluation of the project showed that 99 percent of the students experienced a gain in skills, based on pre- and posttests, and many gained better job attitudes and became more self-sufficient. Recommendations were made to make the classes mandatory so that students would gain sufficient basic skills to learn the class materials. On-site evaluations were conducted at each of the projects, and comments from students and instructors were recorded. (The report includes these attachments: participant demographics, comments of participants, summaries of private interviews, task analyses, the retention plan, and an external evaluation report.) (KC)

ED 379 512 CE 068 363

Turner, Mason
Basic Chemistry for the Cement Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 90p.; Printed on colored paper. For related documents, see CE 068 362-367 and CE 068 370-373.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Atomic Structure; *Cement Industry; Chemical Bonding; Chemical Reactions; *Chemistry; Inplant Programs; *Job Skills; *Learning Activities; *Literacy Education; Manufacturing; On the Job Training; Science Instruction
IDENTIFIERS- *Workplace Literacy

This combined student workbook and instructor's guide contains nine units for inplant classes on basic chemistry for employees in the cement industry. The nine units cover the following topics: chemical basics; measurement; history of cement; atoms; bonding and chemical formulas; solids, liquids, and gases;

individual and group differences that characterize the athletic population. Women and minorities may differ in their needs to participate in sports and in the issues which arise as a result of their participation. It is emphasized that collegiate atheletes rarely make it to the professional ranks or to the Olympics. The need for career development and life planning is stressed. The digest concludes that effective models and strategies for the implementation of sports counseling are needed. (NB)

ED 379 533 CG 025 926

The Many Voices of Women & Substance Use.
PUB DATE- 93
NOTE- 69p.; Project supported by funding from Canada's Drug Strategy, Health & Welfare Canada.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Clinics; *Counseling Techniques; Cultural Awareness; Family Violence; *Females; Foreign Countries; Group Counseling; Health Education; Helping Relationship; *Needs Assessment; Program Evaluation; Sex Differences; *Substance Abuse; Well Being
IDENTIFIERS- *Gender Issues

Historically, women's problematic substance use has been largely ignored. For women to consume alcohol on anything but a restricted social basis, let alone have a substance use problem, did not fit into the stereotypes. Many programs that have been developed to deal with problematic substance use, have been developed from a solely male perspective. Service providers, policy makers, and women seeking services all need to be cognizant of these barriers. A major barrier that women currently face in Saskatchewan is the lack of women-only treatment and continuing care programs that acknowledge and address the social, cultural, and economic realities of their lives. This report, Phase Two of what is designed to be a three phase project, expands on and confirms the initial assessment of needs determined in Phase One. A survey to assess current services was conducted with Saskatchewan agencies who work with women and the issue of substance use. As well, women who have sought treatment and/or continuing care were interviewed. Their experiences can provide critical insight into where changes need to be made. Recommendations for treatment of problematic substance use are given. (BF)

ED 379 534 CG 025 927

Douglas-Hamilton, James
Children and Young People Presenting Social, Emotional and Behavioural Difficulties: Policy, Planning and Strategic Development.
PUB DATE- 94
NOTE- 15p.; Keynote speech before the Scottish Council for Research in Education (Edinburgh, Scotland, United Kingdom, December 1993). For related document, see CG 025 929.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Problems; *Change Strategies; *Early Intervention; Educational Strategies; Elementary Secondary

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Advising; Admissions Counseling; *Black Achievement; Black Colleges; Black Education; *Black Students; *College Preparation; *Dropouts; Higher Education; Remedial Instruction

American colleges and universities are losing more and more students between their freshman and sophomore years. This problem is even more pronounced among Black and/or open-admissions institutions. This study investigates the relationship between student academic performance and academic advisement at the collegiate level. The sample consists of the academic records of 110 Black American, first-year students at a predominantly Black, urban, public university located in the southern United States. The sample was divided into two groups: (1) students (N=62) who either successfully completed basic/remedial course work or who were exempted due to test (ACT/SAT) scores; and (2) students (N=48) who were required to take basic/remedial course work but either did not successfully pass or were ill-advised to bypass the courses. When measuring and comparing the subjects' between-group performance in a course deemed by college authorities as requiring 12th-grade reading, writing, and comprehension skills, the results revealed a statistically significant difference between the two groups. The findings support the idea that advising procedures in colleges and universities can have a profound effect on the subsequent academic performance levels of students. Two bar graphs illustrate the statistical conclusions. Contains 19 references. (RJM)

ED 379 554 CG 025 992

Niehoff, Michael A.
Collective Definition of Practices Causing Dysfunction in Children.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Child Rearing; *Children; *Emotional Disturbances; Family Influence; Family Problems; Literature Reviews; *Parent Child Relationship; *Parent Influence; Predictor Variables
IDENTIFIERS- *Dysfunctional Behavior; *Dysfunctional Family

The development of psychopathology stems, in large measure, from antecedent childhood stresses of maltreatment. This paper creates a list of factors that have been shown to lead to dysfunctional behavior. Such a list could be a valuable resource in the prevention and treatment of psychopathological behavior. A comprehensive cross-section of published literature on the topic was reviewed to determine the level of agreement of authorities on non-biological risk factors. The review showed that there is reasonable agreement on practices that tend to induce dysfunction. Sixteen of the more common hazards to children's development are presented here. Professional and public awareness of these chronic factors can be used to further the prevention of conditions known to place children at-risk for development of psychopathology. (Contains 103 references.) (Author/RJM)

ED 379 555 CG 025 993

Bloser, Edward Charles

PUB DATE- 94
NOTE- 280p.; For Volume 1, the corresponding "Co-ordinator's Guide," see CG 026 052.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Curriculum Development; Curriculum Guides; Family Life Education; Foreign Countries; *Instructional Development; Material Development; Public Health; Secondary Education; *Sex Education; Sex Stereotypes; *Sexuality; Student Educational Objectives
IDENTIFIERS- Sex Knowledge; United Kingdom

This document contains information designed for sex education in secondary schools. The materials here are for classroom use, and share a number of features: (1) they consist of "modules" of various lengths to fit within subject areas; (2) they place no special demands on the skill of the teacher; and (3) they all contain a component for feedback, to be completed by the teacher or the class member. The materials inform young people about the medical ramifications and other consequences of sexual behavior and encourage young people to find time for reflection. It is also hoped that this guide will provide educators effective strategies for coping with the demands of health and social education during a period of curriculum changes. The project incorporates "cross-curricular modules" to allow discussions of sexuality and relationships in various subject areas. The modules provide information and opportunities to explore a variety of topics. The book aims to make students aware of sexual stereotypes and encourages them to challenge these stereotypes. It encourages students' awareness of the long-term consequences of stereotypical images of women as sexual objects and it enables students to understand, through historical or other research, how stereotypical images may have originated. (RJM)

ED 379 574 CG 026 074

Sullo, Robert A.
Teach Them To Be Happy. Revised Edition.
PUB DATE- 93
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; *Children; *Child Welfare; *Happiness; Life Satisfaction; *Parenting Skills; Preschool Children; Preschool Education; Primary Education; Satisfaction; *Well Being
IDENTIFIERS- Childhood Fun; Reality Counseling

This book is for professional educators, parents, and other adults who wish to teach young children (three years old through third grade) ways to enjoy greater happiness. Its ideas come from control theory (the idea that all behavior is internally motivated) and reality therapy (the application of control theory principles). In contrast to stimulus-response theory, which suggests that humans react primarily to external stimuli, control theory asserts that people choose behaviors that will help them satisfy their basic, inner needs. The book is presented in two parts. Part one is largely theoretical and explains the use of control theory and reality therapy with

ED 379 593 CS 011 963

Cherney, Elaine E.
Learning Styles: Strategies for Successful Teaching.
PUB DATE- Nov 94
NOTE- 9p.; Paper presented at the Annual Meeting of the College Reading Association (28th, New Orleans, LA, November 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cognitive Processes; *Cognitive Style; Evaluation Methods; Higher Education; *Learning Modalities; Learning Strategies; Student Needs; Teacher Student Relationship; *Undergraduate Students

For those educators who work with college students either as teachers, advisors, or in learning centers, the construct of learning style can be a powerful tool in their interactions with students. Educators can sometimes tune in to students' styles by listening to the verbs the students use. An informal assessment of students' learning styles is to have them write one paragraph on how they learn best. Once the students have an understanding of their particular styles it is easier to help them understand how to utilize their learning strengths and strengthen their less dominant modalities. Once students understand style it becomes much easier to help them adjust and cope with style differences. (Contains a self-assessment instrument, a description of time management strategies for different learning styles, and four questions for teachers to ask themselves the next time they give their class an assignment.) Contains five references. (RS)

ED 379 594 CS 011 989

Mosenthal, James
A Practice-Oriented vs. Domain-Oriented Approach to Methods Coursework in Literacy Teaching.
PUB DATE- Dec 94
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Childrens Literature; Classroom Research; Higher Education; Literacy; *Methods Courses; *Preservice Teacher Education; Primary Education; Reading Instruction; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Teaching Research

Literacy methods coursework usually uses an approach in which prospective teachers are asked to apply domain knowledge (concepts and methods of literacy teaching) in field situations structured for its application. However, that methods can be learned in this way and incorporated into actual situations of schooling has been called into question. A study investigated an alternative method, one that could be called practice-oriented. In this approach, context is focal and domain knowledge is a resource or means for responding to a situation of practice. In the practice-oriented approach, students are asked to work from within ongoing classroom instruction as this is negotiated between them and classroom teachers. As a result, discipline. One of the most prominent problems is the absence of well-agreed-upon definitions within the field. Another problem is the extremely small percentage of publications examining family literacy initiatives from an academic research perspective. And a third and related problem is that academic researchers are choosing questions of narrow focus. (Contains 33 references.) (TB)

ED 379 612 CS 012 011

Pamphlet, Lynette
The Effect of Literature-Based Reading Instruction on the Reading Achievement of Fourth Graders.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basal Reading; Comparative Analysis; Grade 4; *Instructional Effectiveness; Intermediate Grades; *Reading Achievement; Reading Research; Whole Language Approach
IDENTIFIERS- Chicago Public Schools IL; Iowa Tests of Basic Skills

Noting that existing research reveals considerable diversity among researchers' philosophical stances toward literature-based reading instruction versus traditional basal reading instruction, a study determined what effects literature-based instruction had on the reading achievement of fourth graders. Subjects, fourth-grade students of the John P. Altgeld Elementary School in Chicago (Illinois) were randomly selected into a controlled group (taught for the first time by a teacher using the "Houghton-Mifflin Literature-Based Reading Series") and an experimental group (taught using the "Houghton-Mifflin Basal Series"). Comparison on reading sub-test scores on the Iowa Tests of Basic Skills indicated no difference in students' reading achievement. Findings suggest that the method of reading instruction, while important, does not guarantee increased academic achievement. Further research is needed, considering that a major factor in classroom setting is the teacher and how the curriculum is implemented. (Contains 25 references and 1 table of data.) (RS)

ED 379 613 CS 012 012

Leu, Donald J.; Kinzer, Charles K.
Effective Reading Instruction, K-8. Third Edition.
PUB DATE- 95
NOTE- 670p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Beginning Reading; Classroom Techniques; Computer Uses in Education; Decoding (Reading); Elementary Education; Junior High Schools; *Literacy; Reading Comprehension; *Reading Instruction; *Reading Writing Relationship; *Student Evaluation; Study Skills; *Teaching Methods; Theory Practice Relationship; Vocabulary Development; Whole Language Approach
IDENTIFIERS- Emergent Literacy

Developed as the basic text for preservice teachers in an elementary reading methods course, this book aims to develop insightful teachers empowered to make logical reflective decisions about reading instruction. The book is an integrative text, based on the assumption that effective teachers of reading must understand both what to do during instruction and

Easy Tips = Puede ayudar a sus hijos a leer y escribir! Diez sugerencias faciles y divertidas.
PUB DATE- 94
NOTE- 33p.; Separately published Spanish version, "Puede ayudar a sus hijos a leer y escribir," appended.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; Early Childhood Education; Mass Media Use; *Parent Participation; Parents as Teachers; *Parent Student Relationship; *Reading Aloud to Others; Television
IDENTIFIERS- Beginning Writing; Emergent Literacy

Adapted from "101 Ideas to Help Your Child Learn to Read and Write," this booklet presents 10 tips for parents to help their children learn and have a good time in the process. The booklet begins with a letter to parents which discusses five basic principles to remember as they help their children. Tips in the booklet include: read aloud to children; get children their personal library card; make a special place for the children's books and magazines; display children's art and writings; let children help in the kitchen; discuss television programs and commercials; and ask children specific questions every day about school. (RS)

ED 379 632 CS 012 034

Gurevitch, Jo-Ann
Formal Spelling Instruction Incorporated with a Literature-Based Reading Program in a First Grade Classroom.
PUB DATE- Apr 95
NOTE- 33p.; M.A. Research Paper, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Grade 1; *Instructional Effectiveness; Primary Education; Reading Programs; *Spelling; *Spelling Instruction
IDENTIFIERS- Trade Books

A study investigated whether students using a literature based reading program achieved greater spelling ability through formal spelling instruction or informal spelling instruction. Subjects were 20 first-grade students. Instruction was divided into two 4-week sections. During the first four weeks, students were exposed to vocabulary words through literature, but they did not receive formal spelling instruction on the words. The second 4-week section also involved exposure to vocabulary words through literature, and students received formal spelling instruction. Results indicated that students gained better spelling ability through formal instruction. (Contains 21 references and one table of data. Two appendixes containing study data are attached.) (Author/RS)

ED 379 633 CS 012 035

Trapp, Carol M.
The Effects of School Entry Age and Gender on Reading Achievement Scores of Second Grade Students.

in "The Improving America's Schools Act of 1994" implies a concern with not only curriculum standards but performance standards; it suggests the possibility of funds being allocated according to a school's success in the latter area. (TB)

ED 379 655 CS 214 722

Shelton, Karen Yvonne
Reader Response Theory in the High School English Classroom.
PUB DATE- May 94
NOTE- 63p.; M.A. Thesis, Wake Forest University. Version of the thesis presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Case Studies; Classroom Research; *English; *English Instruction; Higher Education; High Schools; *Reader Response; *Reader Text Relationship; *Secondary School Teachers; Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- Response to Literature

A study examined the theory concerning reader response and the rationale and practice of reader response in the high school English curriculum. Formal experimental studies existed that explored reader response practices in the high school setting, but no formal studies existed on the questioning practices of potential reader response teachers. A substantial body of literature was found that discussed the nature of reader response theory and that subsequently advocated its widespread and constant use in the English curriculum. Two methods were used to determine teachers' attitudes toward reader response and their use of reader response in the classroom: (1) three advanced placement teachers were observed teaching two different classes each; (2) each teacher was interviewed. Data indicates that the use of reader response theory in the classroom is determined largely by the types of questions teachers ask. In observing several teachers, the research found that questioning style, at least in relation to reader response, depends on knowledge of specific methodology reading theory, such as reader response, as well as individual teacher personality. The two (out of the three) teachers who did not regularly incorporate reader response theory into their teaching style preferred to have complete control of the classroom. (Contains 26 references and 2 appendixes containing interview questions and research findings.) (Author/TB)

ED 379 656 CS 214 725

Collins, James L.; Collins, Kathleen M.
When Process Writing Fails: Strategy Instruction for Nonmainstream Writers.
PUB DATE- 18 Nov 94
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Writing; Higher Education; Learning Disabilities; *Skill Development; *Writing Exercises; *Writing Processes; *Writing Skills; *Writing Strategies

child's life. Chapters in the book are: (1) The Storybook Journey: The Evolution of a Process; (2) The Human Expedition: The Effect of Children's Play on Development; (3) A Philosophical Guide: Brian Cambourne's Condition of Learning Applied to the Storybook Journey; (4) The Journey Begins with a Child; (5) Along the Road: Environments to Enhance Emerging Literacy; (6) Props for the Pilgrimage: Providing Materials for Exploration; (7) Traveling with the Team: Collaborating to Map Out the Journey; (8) Literacy Extensions: Interesting Expeditions in School and at Home; (9) Little Passengers on Life's Journey: Using Stories to Ease Transitions and Difficult Experiences; and (10) The End Is Just a Beginning (which lists sources for nursery rhymes, poems, songs, and stories, and which provides a 74-item annotated bibliography of recommended resources). Appendixes present stories and poems for reenactment and sample letters to parents. (RS)

ED 379 674 CS 214 745

Smagorinsky, Peter; Whiting, Melissa E.
How English Teachers Get Taught: Methods of Teaching the Methods Course.
PUB DATE- 95
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Curriculum Research; *English Instruction; *English Teacher Education; Higher Education; *Methods Courses; Methods Research; Methods Teachers; *Secondary Education; Teacher Student Relationship; *Teaching Methods; Theory Practice Relationship; Undergraduate Students
IDENTIFIERS- Educational Issues; *English Teachers; Preservice Teachers; *Professional Concerns

This book is based on the premise that, although many professional organizations and the public are concerned about how teachers are prepared for their profession, this concern is not reflected in research about teaching methods classes. By presenting findings about the educational experiences of preservice teachers, the book aims to generate initial knowledge about methods courses, to provide English educators with alternatives for preparing their undergraduate secondary English methods courses, and to furnish the foundation for future discussions of how the methods course can be taught. Based on deep analysis of nearly 100 syllabi (syllabi were solicited from over 300 public universities of all sizes and types), the book reports that the largest number of syllabi took a survey approach to teaching methods, covering many issues and topics in a single semester. The book discusses alternatives to the survey approach, including workshop, experience-based, theoretical, and reflective approaches. The book analyzes the strengths and weaknesses of the various approaches, activities and assessments, and theories and issues represented in secondary English methods course syllabi. Three appendixes contain: (1) examples of five syllabi, (2) a list of colleges and universities contributing syllabi, and (3) a survey of teachers of methods courses. (NKA)

ED 379 675 CS 214 746

variables, RA and TA? and (3) Will there be significant differences between the means of gender groups in rating the four context variables of the PRCA variables, RA and TA? Seventy-three students from Australia and 254 students from the United States participated in the study. All participants completed the PRCA-24, RAT and TAI. Results showed that significant positive correlations occurred between all PRCA-24 variables as well as a significant relationship between PRCA-24 and RAT for the composite group. The results also show that there are significant relationships between PRCA-Group and TAI and PRCA-Dyadic and TAI. An interpretation of the gender results indicates that males experience significantly more telephone apprehension. (Contains 16 tables of data and 21 references.) (TB)

ED 379 694 CS 508 811

McDowell, Earl E.; McEwan, Tom
An Investigation of Trait, Context and State Communication Apprehension between Freshmen and Sophomore College Students in England.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; *College Sophomores; *Communication (Thought Transfer); *Communication Apprehension; Communication Research; Comparative Analysis; Foreign Countries; Higher Education; Speech Communication
IDENTIFIERS- England; University of Portsmouth Poly Inst (England)

A study involving 108 freshmen and 109 sophomores enrolled in business communication classes at Portsmouth Polytechnic Institute in England examined the following questions: (1) Will there be significant differences between the means of freshmen and sophomores from England in rating trait-CA (communication apprehension), context-CA, and state-CA variables? (2) Will there be significant differences between the mean of biological gender groups and among the means of psychological gender groups, or interaction effects between the independent variables in rating context-CA variables, trait-CA variables, and state-CA variables?; and (3) What are the relationships among trait-CA, context-CA and state-CA variables for freshman students and sophomore students? Results indicated that significant differences occurred between freshman and sophomore groups for two context variables--dyadic and small group. Significant differences also occurred for the trait-CA variables. An examination of the means revealed that sophomores experience dyadic, small group, and trait-CA significantly more frequently than freshmen. No significant differences occurred between year groups on Form State scores. An interpretation of the results seems to indicate that sophomore students are significantly more apprehensive on the variables. (Contains six tables of data and 10 references.) (TB)

ED 379 695 CS 508 812

McDowell, Earl E.
An Exploratory Study of Faculty Members' Perceptions of Their Rhetorical Sensitivity in Informal and Formal Communication Situations.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English

sheet are appended.) (Author/TB)

ED 379 712 CS 508 831

Schliessmann, Michael R.
Ernest Boyer's Scholarship: An Administrative View.
PUB DATE- 20 Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *College Administration; *Educational Philosophy; *Faculty Development; *Faculty Evaluation; Higher Education; *Publish or Perish Issue; Research; Speech Communication; Teaching (Occupation); Tenured Faculty
IDENTIFIERS- Boyer (Ernest L); *Faculty Attitudes; South Dakota State University

For a communication studies administrator, the scholar envisioned in Ernest Boyer's "Scholarship Reconsidered: Priorities of the Professoriate" is an instructive guide to faculty and administrators pondering the balance or relationship between teaching and research. It is an immodest claim that each discipline teaches well but broadly from life. To a degree, this is a facet of the scholarship of teaching envisioned by Boyer. Faculty today value teaching. Pedagogical digging should be viewed as valued research. Boyer's position on the research of teaching has prompted South Dakota State University (SDSU), and particularly the College of Arts and Science to approach research, scholarship, and creative activity in an invigorating way. Boyer's historical analysis of scholarship through the ages makes clear that a nation of teachers primarily dependent on research prowess for advancement is not new. He contends that faculty today have grown into a society of elitists; implicitly he discredits undergraduate teaching. The profession must continue to foster a cadre of scholars who study teaching itself. A close reading of Boyer suggests that the greatest rewards for good teaching, and the greatest love for good teaching come from faculty in liberal arts colleges. Faculty must define themselves as faculty of liberal arts colleges. The system for faculty evaluation used by SDSU and the Board of Regents allows for considerable latitude and this latitude must be used to reward teaching and scholarship on teaching. The basic speech course can be the home of great teaching. (TB)

ED 379 713 CS 508 832

Ma, Ringo
Story-Telling as a Teaching-Learning Strategy: A Nonnative Instructor's Perspective.
PUB DATE- Nov 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; English (Second Language); Higher

trained Knowledge-Work Supervisors who provide tactical guidance for the supervisory process. A districtwide steering committee provides strategic guidance for the entire knowledge-work supervision process. Because knowledge work is nonlinear, nonroutine, and often chaotic, a different kind of supervision is required. Given the systemic characteristics of a school district, the dominant orthodox paradigms of supervision (that is, clinical supervision and supervision-as-performance evaluation) seem inappropriate because they focus on individual teachers and their classrooms. The following recommendations are offered: (1) building principals alone cannot coordinate the entire process; (2) each school system has unique organizational characteristics that either constrain or enhance the effectiveness of supervision; (3) organizational structures, as well as individual behaviors and attitudes, must also be changed; (4) the process must be related to districtwide organizational goals; (5) problem-solving capacity must be built into each school within the system; and (6) the process must be designed as a comprehensive, systemwide program of supervision. (LMI)

ED 379 732 EA 026 420

Jacobson, Stephen L.; Berne, Robert
Reforming Education: The Emerging Systemic Approach. Fourteenth Annual Yearbook.
PUB DATE- 93
NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Decentralization; *Educational Change; Educational Cooperation; Elementary Secondary Education; Foreign Countries; Futures (of Society); Professional Development; School Based Management; *School Restructuring; *Systems Approach

This book, the 14th yearbook of the American Education Finance Association (AEFA), provides a review and appraisal of the "educational perestroika" that has occurred over the past decade, both in the United States and in other developed countries. Rather than assessing the outcomes of a decade of educational reform, it examines the present and future of educational reform. Part 1 contains seven chapters that explore reform initiatives in the United States, while the second part is comprised of four chapters that examine reform initiatives abroad. Part 3 considers the future of school reform. Following the preface, the chapters include: (1) "School Reform in the United States: Putting It into Context" (Susan H. Fuhrman, Richard F. Elmore, and Diane Massell); (2) "Cooperative Performance Incentives in Education" (Craig E. Richards, Daniel Fishbein, and Paula Melville); (3) "'Professionalizing' Teaching by Expanding Teachers' Roles" (Betty Malen); (4) "Decentralization and Community Control" (G. Alfred Hess, Jr.); (5) "Negotiating Reform: Preliminary Findings" (Julia E. Koppich and Charles Taylor Kerchner); (6) "Educational Choice: Competing Models and Meanings" (Bruce S. Cooper); (7) "Cost Analysis as a Tool for Education Reform" (David H. Monk and Jennifer A. King); (8) "International School Reform: Political Considerations" (Frances C. Fowler, William L. Boyd, and David N. Plank); (9) "Pursuit of School Quality in England and Wales" (Peter Ribbins and Hywel Thomas); (10) "Benevolence in Canadian Public Schools" (Daniel J. Brown); (11) "Educational Transformations in a 'United' Germany" (Wolfgang Mitter and Manfred Weiss); and (12) "School Reform and the 'New World Order'" (James W. Guthrie). A subject and author index are overhead. Findings indicate that over 90 percent of the variance in spending between public and private schools was associated with personnel, related to: (1) higher compensation levels; (2) proportionately more teachers and other educational professionals employed; and (3) greater investment in support-service personnel. Five factors were found to account for almost 98 percent of the difference in spending per pupil between public and private schools: (1) higher salaries and fringe benefits for professional employees (48.4 percent); (2) lower pupil-teacher/professional staff ratios (12.9 percent); (3) provision of exceptional education programs (8.2 percent); (4) higher long-term debt service expense (4.3 percent); and (5) higher costs incurred for public schools for support service personnel (24 percent). Eleven figures and an appendix containing costs for each of the educational institutions are included. (LMI)

ED 379 752 EA 026 494

Menacker, Julius
Legislation Affecting School Crime and Violence.
PUB DATE- 94
NOTE- 15p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (San Diego, CA, November 17-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; *Crime; Elementary Secondary Education; *Federal Legislation; *Prevention; Punishment; School Safety; School Security; *State Legislation; Violence

National polls of public attitudes toward public education consistently rank school safety and drug abuse at the top of the problem list. This paper describes some federal and state legislative responses to the problems and offers a preventative approach. Federal legislation has taken the form of two major statutes--the Comprehensive Drug Abuse Prevention and Control Act (1970) and the Gun Free School Zones Act (1990). States have most frequently passed laws to deal with drug abuse, assault and battery, weapons possession, school vandalism/property damage, and parental responsibility. The upsurge in school crime and violence has led to a large amount of disparate legislation among states. A review of state legislation indicates that two trends have emerged: (1) increased penalties for school-related crimes; and (2) the assignment of penalties to parents of students who commit criminal acts. Florida's comprehensive approach to drug abuse, school crime, and violence is described as an example of a preventative approach to the problem. Florida has passed legislation that: authorizes state and local governments to develop comprehensive, community-based programs and services for children and families; calls for the development of partnerships to form alternative educational programs, substance abuse programs, and community services; authorizes the creation of county juvenile-justice councils; establishes a trust fund for school districts to develop alternative education and staff inservice-training programs; and authorizes the creation of an interagency task force to reduce juvenile crime through a coordinated overlay of preventative services. (LMI)

ED 379 753 EA 026 495

environment, such as unresponsive and inappropriate curricula, ineffective teaching strategies, unrealistic educational standards, low teacher expectations for student performance, inadequate instructional and support services, a negative school climate, and teacher insensitivity to student diversity; and (2) forge community and family relations. (LMI)

ED 379 771 EA 026 516

Wohlstetter, Priscilla; Mohrman, Susan Albers
School-Based Management: Promise and Process. CPRE Finance Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Improvement; Effective Schools Research; Elementary Secondary Education; *Participative Decision Making; Program Implementation; *School Based Management; School Effectiveness; *School Restructuring

This publication summarizes research that investigated how school-based management (SBM) can be implemented for long-term school improvement. It is argued that a successful SBM plan must be part of a quest for improvement and utilize a "high involvement" model. In addition to having more power, schools need knowledge of the organization, information about student performance, and rewards. Findings are based on a study of 27 schools in 3 United States school districts, 1 Canadian district, and 1 Australian state that had been operating under the SBM umbrella for approximately 4 years. Interviews were conducted with almost 200 individuals--school board members, district office administrators, principals, teachers, parents, and students. Slightly more than one-half of the schools were characterized as successful, or "actively restructuring," and the rest had experienced little change. The two categories of schools differed on each of the four dimensions of power, knowledge, information, and rewards. Actively restructuring schools: (1) engaged in a broad set of reform activities; (2) developed schoolwide consensus on goals; (3) involved all teachers in decision making; (4) actively worked to include parents; (5) used state and district curriculum frameworks to focus reform efforts; (6) redesigned school schedules to increase teacher interaction; (7) had principals who acted as facilitators; (8) invested heavily in professional development; (9) received district support; and (10) acknowledged the efforts of school staff. Barriers took the form of autocratic principals, staff factionalism, and staff apathy. In conclusion, implementation of SBM involved time and pervasive change, which affected almost all aspects of the organization. Finally, a school culture that fosters trust and participation is critical to the implementation process. (LMI)

ED 379 772 EA 026 517

Shultz, James A.
Preservation Impacts on Educational Facilities Planning.
PUB DATE- Jan 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Buildings and Equipment 12.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- May 90
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Building Design; Design Requirements; Developing Nations; *Educational Facilities Design; Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Facility Requirements; Foreign Countries; *Physical Disabilities; Physical Mobility; Visually Impaired Mobility; Wheelchairs

Research suggests that there is a positive relationship between low socioeconomic status and the occurrence of physical disabilities. Therefore, designing educational buildings that are accessible to the handicapped is one way to promote social equity. This handbook identifies design guidelines for creating equal access to schools and school facilities, with a focus on developing countries. The 1981 UNESCO guide, "Designing with Care--A Guide to Adaption of the Built Environment for Disabled Persons," serves as a model for the handbook. The design guidelines for the handbook pertain to moving, seeing, and hearing/speech difficulties. Following the introduction, the first section provides dimensional data for wheelchair users, people of varying physical statures, and people with visual impairments. The second section offers a series of illustrations that highlight basic physical requirements and identify potential problems. General design requirements are based on the principles of accessibility, reachability, usability, orientation, safety, and workability. The third section provides design recommendations for infrastructural facilities, building elements, specific areas, and classrooms. Sample building proposals from Cameroon, Central African Republic, Ethiopia, Guyana, Swaziland, Haiti, and Ecuador are included in the fourth section. A review of literature concludes that there is a lack of information, access, awareness, building codes, and research and development in most countries. It is recommended that countries conduct needs-assessment evaluations and set priorities for making schools more physically accessible. Appendices contain three annotated bibliographies. (LMI)

ED 379 790 EA 026 541

Lampe, Scherie E.; Cramer, Susan R.
In Response to the Call for Change: The University of Wisconsin Oshkosh Educational Leadership Program Model.
PUB DATE- Mar 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (49th, Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Educational Administration; Educational Philosophy; Graduate

Toddlers
IDENTIFIERS- *Afro Caribbeans; Canada

This Canadian study examined the later development (in high school and college) of two groups of children who had received an early enrichment intervention, comparing them with a limited control group and with each other. Experimental subjects were grouped into those (N=40) from families with some college and those (N=14) from families with high school (or less) education. The latter group included 10 subjects from Afro-Caribbean immigrant families and 4 subjects from other ethnic backgrounds. The early enrichment centered on increasing parents' language interactions with infants in perceptual motor play and during daily child care routines. Follow-up found that 68 percent of the college background group had been identified as gifted, as had 36 percent of the group from less educated families. Competencies were generally much higher in the Afro-Caribbean experimental group than in their controls, and earlier stimulated children performed generally better than later stimulated children. Girls and boys in all groups were about equally advanced in most competencies including math and science. Discussion focuses on the role of language-mediated early motivation and comparison with other studies of early intervention. (Contains 29 references.) (DB)

ED 379 810 EC 303 683

Brogan, Bernard R.
What Will Outcome-Based Education Mean for Gifted Learners?
PUB DATE- 23 Apr 94
NOTE- 12p.; Paper presented at the Annual Conference of the Pennsylvania Association of Gifted Education (King of Prussia, PA, April 23, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Competency Based Education; Educational Legislation; Educational Needs; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; *Gifted; Heterogeneous Grouping; Outcomes of Education; State Legislation; Strategic Planning; Student Development; *Student Educational Objectives
IDENTIFIERS- *Outcome Based Education; *Pennsylvania

This paper first explains outcome-based education and then considers specific questions related to serving gifted students in an outcome-based education school community, with special application to Pennsylvania. Outcome-based education is defined in terms of its emphasis on establishing learning outcomes, developing appropriate measures, and holding students and teachers accountable for achieving these outcomes. Nine ideals of successful outcome-based education are considered, including continuous and benchmark assessment, an engaging learning environment, and family involvement. Outcome-based education in Pennsylvania is discussed in terms of eight legally established goals for all students. Examples are given of the 53 student learner outcomes identified in the Pennsylvania Chapter 5 regulations. Components of the strategic plan required of every school district every 6 years are summarized. Possible concerns regarding outcome-based education and gifted students are raised. These address: (1) evidence for effectiveness of outcome-based education with gifted learners; (2) responsibility for selecting outcomes; and (3) possible consequences for gifted students of eliminating tracking and requiring all students to achieve performance standards. (DB)

IDENTIFIERS- *Main Idea

This practicum developed a multimodal approach for remediation of "main idea" reading comprehension deficits with secondary school students having behavior disorders. The six target students (ages 12 to 18) attended a school within a psychiatric hospital and residential treatment center and were reading significantly below grade level. The individualized tutorial program duration was from 3 to 12 weeks and utilized strategies which included a paraphrasing technique, computer-assisted instruction, journal writing, and use of high-interest low-difficulty reading material. Students showed an increase in main-idea comprehension mastery measured by the pretest/posttest comparison and a per session graphing on a progress chart. Appendices include a copy of a student contract, sample journals, progress charts, and a paraphrasing score sheet. (Contains 17 references.) (DB)

ED 379 829 EC 303 702

Hartley, Lisa
Developing Compliance.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attention Control; *Behavior Change; *Behavior Problems; Case Studies; *Compliance (Psychology); Intervention; *Moderate Mental Retardation; Primary Education; Student Behavior; Time Factors (Learning); Time on Task

This case study describes an intervention to increase compliance with routine tasks in a 7-year-old boy with moderate mental retardation. Prior to intervention the boy was unable to complete a series of eight routine tasks associated with arriving at school and preparing for work. The highly structured intervention used picture prompts for each task as well as a tape recording which provided timing cues. If all tasks were completed within an 8-minute time frame, the subject received verbal social reinforcers. Baseline data indicated that it took the child an average of 29 minutes to complete the eight tasks. During the 11-day intervention phase, the boy took an average of 4 minutes to complete all tasks. During the 5 days of fading (when less adult attention was provided as reinforcement) he was able to complete the tasks in an average of 3 minutes. (DB)

ED 379 830 EC 303 703

Kinasewitz, Theodore
Improving the Triennial Review Process for High School Special Education Students by Utilizing Alternative Assessment Methods.
PUB DATE- 94
NOTE- 46p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Compliance (Legal); Cooperation; Diagnostic Teaching; *Disabilities; *Eligibility; *Evaluation Methods; High Schools; *High School Students; Inservice Teacher Education; Interdisciplinary Approach; School Psychologists; *Special Education; Special Education Teachers; *Student Evaluation

Wright, Avis L.; Olszewski-Kubilius, Paula

Helping Gifted Children and Their Families Prepare for College: A Handbook Designed To Assist Economically Disadvantaged and First-Generation College Attendees. Number RM93201.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 93

NOTE- 169p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *College Admission; *College Applicants; *College Bound Students; College Choice; College Freshmen; *College Preparation; Decision Making; Disadvantaged Youth; Economically Disadvantaged; *Gifted; Higher Education; High Schools; Parent Role; Paying for College; *Student Financial Aid

Intended for gifted students and their parents from economically disadvantaged backgrounds, this monograph provides guidance on preparing for college, including the college search process, college application, and applying for financial aid. Sections of the guide address: (1) self-awareness (the essential starting point); (2) academic awareness (understanding how the institution of higher education evaluates potential students); (3) the college search (sources of information on colleges and universities); (4) decision-making (how to choose which institutions to apply to and then which to attend); (5) preparing for college; (6) the college admissions packet (tips on completing an admissions application); (7) the admissions essay and interview; (8) college costs (how costs are computed); (9) financial aid (sources and application procedures); (10) the admissions offer; (11) college housing and meals; and (12) support personnel available at most institutions. Each section provides general information, subsections addressed either to parents or students, checklists, and suggested resources and activities. Extensive appendices provide additional information on registration, college planning calendars for students and parents, letters, telephone techniques, questions for college representatives, resources, and early entrance programs. (DB)

ED 379 849 EC 303 722

Passow, A. Harry; Rudnitski, Rose A.

State Policies Regarding Education of the Gifted as Reflected in Legislation and Regulation. Collaborative Research Study CRS93302.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 93

NOTE- 107p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Ability Identification; Compliance (Legal); Counseling; *Curriculum Development; Definitions; Educational Legislation; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Eligibility; Financial Support; *Gifted; National Surveys; Needs Assessment; Program Development; Program Evaluation; Pupil Personnel Services;

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 94
NOTE- 66p.; A product developed by Project RETAIN: Retention in Education Technical Assistance and Information Network, a part of the Florida Network.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Database Design; *Databases; *Dropout Prevention; *Educational Practices; *Mild Disabilities; *Program Development; Program Effectiveness; School Districts; Secondary Education; State Surveys
IDENTIFIERS- *Florida

Project RETAIN (Retention in Education Technical Assistance and Information Network) is a Florida project that assists school districts through identification and dissemination of effective practices that keep students with mild disabilities in school. One part of the project was the development of a database of school district efforts in the area of dropout prevention programs. The database provides information to practitioners, administrators, agency personnel, parents, policymakers, and other interested professionals. Data for the dropout prevention database were derived from descriptive materials of dropout prevention programming collected from districts across the state. Materials received from 45 of Florida's 67 school districts were analyzed and entered into the database. Contents of the database have been organized into a dissemination format which includes: (1) a cover page (providing data on contact person/s, district size, verification, initiatives, dropout prevention team members, and program status); (2) dropout prevention programs (with data on dropout components in general, dropout retrieval activities, educational alternatives, substance abuse, teenage parents, discipline, and youth services); and (3) program components (covering planning documentation, program documentation, interagency cooperation, curriculum, related dropout services, types of students served, and program information). Some overall recommendations resulting from the data collection effort are noted. Appendices list contact persons, sample materials, and program descriptors. (Contains 13 references.) (DB)

ED 379 868 EC 303 741

Wikfors, Elizabeth L.; And Others
Transition Resources: A Guide for Everyone. Monograph Number 1994-11. Transition: The Idea Way.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 94
NOTE- 137p.; A product developed by Project RETAIN: Retention in Education Technical Assistance and Information Network, a part of the Florida Network.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; *Disabilities; *Education Work Relationship; Information Sources; Postsecondary Education; Secondary Education; *Transitional Programs

This annotated bibliography and resource guide is intended to familiarize administrators, educators, service providers, parents, and others with resources and services available to emphasizing workplace skills was stressed. (The bibliography lists 10 references. Appended is a list of foundation skills and workplace competencies identified in the SCANS report.) (MN)

ED 379 415 CE 068 043

Bierema, Laura L.
Total Quality and Adult Education: A Natural Partnership in the Classroom.
PUB DATE- Nov 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Nashville, TN, November 2-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Business Education; Case Studies; Classroom Techniques; Community Colleges; *Educational Principles; *Integrated Curriculum; Literature Reviews; *Total Quality Management; Two Year Colleges

The similarities and differences between underlying principles and methods of total quality management (TQM) and adult education (AE) were identified in a literature review, and the feasibility of integrating the TQM principles into AE was examined in a case study in which TQM and AE principles were integrated in 10 community college business courses during a 10-week period. The following values shared by TQM and AE were identified during the literature review and used as the guiding values of the courses developed: personal mastery, shared vision, dialogue, empowerment, continuous improvement, integrity, mental models, defect prevention, team learning, and systems thinking. Participants in the AE classes worked collaboratively in teams to create a shared vision of what would be learned during the course and develop learning contracts reflecting that vision. It was concluded that pairing TQM and AE principles empowers learners, facilitates change, aids problem solving, and values continuous improvement and growth. (Contains 28 references. Appended are the following: points made by quality gurus; comparison of TQM and AE principles; TQM systems education mission statement; list of values for teaching and learning; and sample course outline, schedule, exercise, and handout.) (MN)

ED 379 416 CE 068 095

Tippie, John L.; Rice, Eric
The Laborers-AGC Construction Skills Training Program. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Sep 94
NOTE- 58p.; For related documents, see CE 068 096 and CE 068 098-102. Part I, Financial Status Report, is not included.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Building Trades; Comparative Analysis; *Construction (Process); Construction Industry; Cost Effectiveness; Curriculum Development; *Demonstration Programs; Instructional Materials; Models; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *Regional Programs; Teaching Guides

ED 379 435 CE 068 204

Hudson, Patt; Gretes, John A.
New Horizons. A National Workplace Literacy Program. Final Report. "New Horizons" External Evaluation Impact Study.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Individualized Instruction; Industrial Personnel; *Literacy Education; Mathematics Skills; Metal Industry; *Numeracy; Outcomes of Education; *Partnerships in Education; Pretests Posttests; Program Development; *Program Effectiveness; Questionnaires; Reading Skills; Records (Forms); *School Business Relationship; *Technical Institutes; Two Year Colleges; Writing Skills
IDENTIFIERS- *Workplace Literacy

The New Horizons project was a workplace literacy partnership during which 454 employees (53%) of Georgetown Steel attended classes provided by Horry-Georgetown Technical College in Conway, South Carolina. Of the 454 participants, 294 were white, 159 were black, 71 were female, 383 were male, 133 had been with the company for 5 years or less, and 227 for 16 or more years. The participants, who had a mean age of 40.6 years, received a total of 14,232 hours of instruction in math, reading, writing, problem solving, and time management classes averaging 6-8 students per class. A comprehensive needs assessment was conducted to identify employees requiring basic skills instruction. Individualized Education Plans were developed for each participant. A comprehensive evaluation of trainee outcomes that included pre- and posttesting and interviews with participants and supervisors established that participants averaged 22%, 39%, and 14% gains in reading, math, and writing skills, respectively. Also included is a third-party evaluation report confirming the significant skill gains achieved by course participants. Appended to the third-party evaluation are the participant and supervisor survey forms, an analysis matrix of project objectives, and 22 charts detailing participant survey and pre- and posttest data. (MN)

ED 379 436 CE 068 205

Champaign County National Workplace Literacy Program. Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 76p.; For related documents, see CE 068 206-207.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Corporate Support; *Job Skills; *Labor Force Development; Lifelong Learning; *Literacy Education; Program Development; Program Implementation; School Business Relationship; Task Analysis
IDENTIFIERS- Ohio (Champaign County); *Workplace Literacy

The Champaign County (Ohio) Board of Education asked four companies to participate in a workplace literacy project: Hall

Herd, Amon
Criterion-Referenced Test Items for Small Engines.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 94
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Auto Mechanics; Competence; *Competency Based Education; *Criterion Referenced Tests; *Engines; Postsecondary Education; Power Technology; Secondary Education; *Small Engine Mechanics; State Curriculum Guides; Test Items
IDENTIFIERS- Missouri

This notebook contains criterion-referenced test items for testing students' knowledge of small engines. The test items are based upon competencies found in the Missouri Small Engine Competency Profile. The test item bank is organized in 18 sections that cover the following duties: shop procedures; tools and equipment; fasteners; servicing fuel systems; servicing governor systems; servicing electrical systems; servicing ignition systems; servicing lubrication systems; servicing cooling systems; servicing exhaust systems; servicing recoil starting systems; servicing electrical starting systems; troubleshooting; overhauling four-stroke-cycle engines; overhauling two-stroke-cycle engines; transmissions, clutches, and brakes; maintenance of lawn and garden equipment; and leadership. Contains a list of 14 references used in creating the test items. (KC)

ED 379 454 CE 068 264

Kearns, Donna; Williams-Graham, Jill
Basic Skills Instructor Manual. Revised.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 94
NOTE- 177p.; Revised by Joela Jones and Stephanie Lewis. For the earlier edition, see ED 314 629.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Competency Based Education; *Disabilities; *Disadvantaged Youth; Educational Diagnosis; *Education Work Relationship; Federal Legislation; High Risk Students; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; State Standards; *Teacher Role; Teaching Methods; *Vocational Education
IDENTIFIERS- Missouri

This manual was developed to assist basic skills instructors in vocational programs in Missouri in defining their role and responsibilities. The manual contains basic information that should serve as a guide to basic skills instructors as they work with students with disabilities and or disadvantages in vocational education programs. Following an overview of the role of the basic skills instructor and of the legislation that affects that role, the guide identifies the following six areas of responsibilities for basic skills instructors: identification and assessment; teaching, tutoring, and testing; materials to use in basic skills programs; recordkeeping techniques; meetings and contacts; and counseling, transition, contain 32 references, list of abbreviations, glossary, and a chart outlining qualifications by provider. (YLB)

ED 379 473 CE 068 297

Frideres-Poos, Jose; Tagliaferri, Jean
Systems and Procedures of Certification of Qualifications in Luxembourg. National Report. 2nd Edition. CEDEFOP Panorama.
PUB DATE- 94
NOTE- 66p.; For reports on other countries, see ED 368 869, ED 369 905, ED 372 246, and CE 068 294-298.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; Educational Administration; Educational Certificates; Foreign Countries; Job Skills; *Job Training; Labor Force Development; Postsecondary Education; Secondary Education; Sex Fairness; *Student Certification; *Student Evaluation; *Vocational Education
IDENTIFIERS- *Luxembourg

This report describes systems and procedures for the certification of qualifications and skills in Luxembourg. All areas of education and the various levels of training are covered. An introduction offers an overview of the characteristics of the Luxembourg education system, including funding and structure. Section 2 describes systems of training and qualification structures. Section 3 discusses various types of certification. Topics include aims, contents, means, and procedures for each type of certificate. Section 4 examines the advanced crafts diploma, which confers upon holders the right to set up business, the right of establishment, and the right to train apprentices. Coursework, legal recognition, and the examination for this diploma are discussed. Section 5 describes other forms of training: adult education, continuing vocational training, continuing training in banking at the Luxembourg Institute for Banking Studies, and private education. Trends are highlighted in Section 6. Appendixes include a listing of pertinent legislation, glossary, and table of contents. (YLB)

ED 379 474 CE 068 298

Munch, Joachim; Henzelmann, Torsten
Systems and Procedures of Certification of Qualifications in the Federal Republic of Germany. National Report. 4th Edition. CEDEFOP Panorama.
PUB DATE- 94
NOTE- 98p.; For reports on other countries, see ED 368 869, ED 369 905, ED 372 246, and CE 068 294-297.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; Educational Administration; Educational Certificates; Foreign Countries; Job Skills; *Job Training; Labor Force Development; Postsecondary Education; Secondary Education; Sex Fairness; *Student Certification; *Student Evaluation; *Vocational Education
IDENTIFIERS- *Germany

This report describes current systems and procedures for certification in Germany. An introduction makes brief reference to the characteristics of the general and vocational training

IDENTIFIERS- *Italy

An international team of researchers studied the following aspects of training in Italy's retail sector: structure and characteristics, institutional and social context, employment and labor, changing conditions and their implications for skill requirements, and training and recruitment. Data were collected from an analysis of social and labor/employment statistics, literature review, and case studies of six retailers. Most were large distribution chains; however, two represented cooperative/consortial organizations. At all the companies studied, training was regarded as a vital contributor to firm development. Strategic planning/design of training was particularly advanced and well established at the major large-scale distribution firms, where planning involved all levels of staff through "improvement groups." Training was no longer reserved nearly exclusively for managerial staff but had instead begun to involve all staff regardless of type or work done or hours worked. Training was used to develop job skills and also to transmit company aims and values to staff. It was generally conducted in the workplace, and each firm had training department/divisions responsible for training. Cost-benefit analyses have favored continuation/expansion of training. Training was sometimes partially funded through the European Social Fund and incentives under trainee contracts. (Contains 39 tables/figures and 31 references.) (MN)

ED 379 491 CE 068 318

Toye, Janet; And Others
Training in the Retail Trade in the United Kingdom. Report for the FORCE Programme. First Edition.
PUB DATE- 93
NOTE- 93p.; For reports on other countries, see ED 372 241-243 and CE 068 309-314. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Corporate Education; *Distributive Education; Educational Improvement; Educational Needs; *Educational Trends; *Education Work Relationship; Employment Patterns; Foreign Countries; *Job Training; Labor Market; Merchandising; Personnel Management; Postsecondary Education; Private Sector; Recruitment; *Retailing; Sales Occupations; Secondary Education; Tables (Data); *Training Methods; Training Objectives; Trend Analysis
IDENTIFIERS- *United Kingdom

An international team of researchers studied the following aspects of training in the United Kingdom's retail sector: structure and characteristics, institutional and social context, employment and labor, changing conditions and their implications for skill requirements, and training and recruitment. Data were collected from an analysis of social and labor/employment statistics, literature review, and case studies of a department store, grocery retailer, menswear chain, cooperative society, pharmacy, and health food shop. The four largest companies all had polices of providing training throughout the company, and all had recently increased the amount of training they provided. At the two independent companies studied, the existence of relevant training providers was crucial. Level of training was often determined by whether employees were eligible for promotion. Distance learning and/or open learning packages were being used by four companies. No company performed formal cost-benefit analyses of training. The employers interviewed were concerned with how the new national chemistry of Portland cement manufacture; control, analysis, and testing; and organic chemistry and fuels. Unit objectives, tests, and answer keys are included in the book. (KC)

ED 379 513 CE 068 364

Taylor, Mary Lou
CEMENT. "A Concrete Experience." A Curriculum Developed for the Cement Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 109p.; For related documents, see CE 068 362-367 and CE 068 370-373. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; *Cement Industry; Inplant Programs; *Job Skills; *Learning Activities; *Literacy Education; Manufacturing; On the Job Training
IDENTIFIERS- *Workplace Literacy

This instructor's guide contains 11 lesson plans for inplant classes on workplace skills for employees in a cement plant. The 11 units cover the following topics: goals; interpreting memoranda; applying a standard set of work procedures; qualities of a safe worker; accident prevention; insurance forms; vocabulary development; inventory control forms; job-related spelling and mathematics applications; and standard and military time. Lesson objectives, materials needed, job-related materials, pre- and posttests and a glossary also are included in the guide. (KC)

ED 379 514 CE 068 365

The Visions Program of Orangeburg-Calhoun Technical College Presents a Conflict Resolution Workshop for the Regional Medical Center.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 33p.; For related documents, see CE 068 362-367 and CE 068 370-373. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Conflict Resolution; *Hospital Personnel; Interpersonal Competence; *Job Skills; *Learning Activities; Literacy Education; *On the Job Training; Workshops
IDENTIFIERS- *Workplace Literacy

This document contains the instructional materials developed and presented in workshops on conflict resolution at a regional hospital. The workshop covers analyzing conflict and conflict resolution strategies and their effects. The guide includes a workshop mission, overview, information sheets, work sheets, key questions and answers, and role-playing activities. (KC)

ED 379 515 CE 068 366

Ray, Elizabeth
The Visions Program of Orangeburg-Calhoun Technical College

Education; Foreign Countries; Learning Problems; Policy Formation; School Community Relationship; *Special Needs Students; Student Characteristics; *Student Needs; Student School Relationship; Teacher Student Relationship
IDENTIFIERS- Scotland

This keynote speech addressed the growing concern among educators, parents, and the community about the instances of extreme aberrant behavior by school children and young adults. Understanding and responding to children or young people who present disturbing behavior is difficult since no two individuals act in the same way, nor are the reasons for their difficulties necessarily similar even if their behavior is similar. If children and young people have negative feelings about themselves, and their close contacts, then some respond by even more negative actions. Early intervention is vital before they withdraw further or indulge in increasingly disturbing antisocial actions. Education has an important role by providing opportunities for success and promoting positive attitudes and actions, but so have other agencies. Attention should also be given to the local environment, the home environment, the aspirations and expectations of young people, and to the youth culture, some of which is promulgated through social events and the media. Effective education is essential in meeting the very challenging needs exhibited by young people. Within schools these pupils require a curriculum which is broad and seen by them as relevant. It requires effective teaching and learning approaches soundly based on first hand experience or practical work dealing with real life issues. Types of provision and examples of effective practice are included. (BF)

ED 379 535   CG 025 928

Uchiyama, Megumi; Chambliss, Catherine
Disordered Eating in College Students: A Comparison between American and Japanese College Students.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *College Students; *Cross Cultural Studies; *Eating Disorders; Females; Foreign Countries; Higher Education; Mothers; Parent Influence; Psychological Patterns; *Response Style (Tests); *Social Desirability; Student Attitudes; Undergraduate Students
IDENTIFIERS- Japanese People; Maternal Self Concept

This study investigated the differences in disordered eating behaviors and attitudes in Japanese and American college students. The results of a 2X2 Anova revealed a significant nationality difference. American students reported more disordered eating symptoms than Japanese students (p .01). This may be due to a convergence of biological, social, and dietary factors. Maternal influence may also be an influential factor; the results indicated that American mothers were perceived to display more eating disordered behaviors and attitudes than Japanese mothers (p .01). In order to evaluate whether self-report response style accounted for the observed difference separate analyses of scores on the high and low socially desirable eating behaviors and attitudes (EAT) items were performed. The results of these analyses paralleled those for the composite EAT, suggesting that differential social desirability responding did not mediate the nationality difference. (Author)

The Relationship between Marital Adjustment and Sibling Constellation.
PUB DATE- 93
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Birth Order; Family (Sociological Unit); *Family Influence; Family Size; Family Structure; Marital Instability; *Marital Satisfaction; Marriage Counseling; *Sibling Relationship
IDENTIFIERS- Complementarity; Locke Wallace Marital Adjustment Scale; *Marital Adjustment; *Marital Therapy

The conflict in research that exists between the relationship of marital adjustment and sibling constellation is examined here. The belief that the combination of birth order and gender (sibling constellation) is important, is not only a part of folk wisdom but it is a continuing point of view in the literature of marital and family therapy. Data from 250 married subjects were separated into three categories of marital complementarity and relationships and associations were analyzed on the basis of composite scores on the Locke-Wallace Marital Adjustment Test, the number of marriages, and the length of each marriage. The results indicate that the structure of the family of origin has no relationship with current marital adjustment. Across all degrees of complementarity, martial adjustment scores, including happiness, were almost equal. Marital discord, therefore, does not lie in the number and gender of siblings with which one was raised; birth order as a factor in marital adjustment must be eliminated. The findings should form the basis of counselor education courses that focus on counseling couples who show signs of marital discord. (RJM)

ED 379 556 CG 025 994

Einspruch, Eric L.; Pollard, James P.
Adolescent Health Behaviors among Public School Students in Washington, 1988-1992.
SPONS. AGENCY- Northwest Regional Educational Lab., Portland, Oreg.; Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- Mar 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Child Health; Children; Dietetics; Drug Abuse; *Drug Use; Elementary School Students; Elementary Secondary Education; Health; Health Programs; Physical Activity Level; *Physical Fitness; *Public Schools; Secondary School Students; Sexuality; Student Attitudes; *Student Behavior; Substance Abuse; Suicide; Surveys
IDENTIFIERS- *Washington

Many adolescents' health problems arise from preventable behaviors, such as unprotected sexual intercourse and the use of tobacco, alcohol, and illicit drugs. The 1992 Washington State Survey of Adolescent Health Behaviors (WSSAHB) was created in order to collect information on a variety of health behaviors among students in the state of Washington, at the same time reducing a duplication of surveying effort. Items for the survey include questions on substance use, demographics, risk factors, predicting future use, perceived harmfulness of certain drugs, perceived parent attitudes toward use, estimates young children. Part two switches from theory to praxis and presents, in eight chapters, hands-on strategies for implementing the book's ideas. Each chapter begins with an explanation of a basic concept, such as basic needs, signals, and pictures, and is followed by a series of activities that the adult and child work through together to teach the chapter's concept. Activities for a balanced classroom are offered, as well as suggestions for further reading. It is hoped that these activities will help children learn how to meet their needs in responsible, balanced ways. (RJM)

ED 379 575 CG 026 075

McIntire, Roger; McIntire, Carol
Teenagers & Parents: Ten Steps for a Better Relationship. First Printing.
PUB DATE- Jan 91
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Child Development; *Child Rearing; *Child Responsibility; Family Relationship; *Parent Child Relationship; *Parenting Skills; *Parent Materials; Parent Role; Parents; Secondary Education; Youth
IDENTIFIERS- Parenthood

Most parents have two goals that seem at odds: (1) getting their teens to behave in the right way, and (2) continuing a good relationship with their teen. To maintain a good relationship, while also continuing some control, steps need to be followed that lead to expanding independence for teens. The steps can build teens' self confidence and provide opportunities for teens to practice good behaviors; these steps must also allow parents to praise, encourage, and like their teens. The goal of the ten steps offered here are to raise a teenager to become a competent adult, to have all the family members enjoy being a family, and for all to remain close friends when the job is done. The ten steps are as follows: (1) Communicate in positive ways; (2) Choose specific behaviors you can influence; (3) Be realistic about what your teen can do; (4) Practice alternatives to punishment; (5) Support family rules with social and concrete incentives; (6) Encourage self-esteem and success for both sexes; (7) Help teens to be useful early; (8) Coach teens about school, social, and sexual behaviors; (9) Protect your feelings and your rights; and (10) Give special attention to habits concerning alcohol, drugs, and cars. (Includes a topical bibliography and an index.) (RJM)

ED 379 576 CG 026 076

Hickey, Elizabeth; Dalton, Elizabeth A.
Healing Hearts: Helping Children and Adults Recover from Divorce.
PUB DATE- 94
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Adults; Child Custody; *Childhood Attitudes; Children; *Divorce; Elementary Secondary Education; Family Counseling; *Family Problems; Family Violence; Legal

preservice teachers are put in the position of having to identify and resolve problems pertaining to their interactions with children, interactions amongst children, subject matter and teaching routines as they exist in the context of a particular classroom. The study focused on one student who was in her second semester of work in methods of literacy instruction. Interviews with her show how she attempts to work through certain difficulties arising from her efforts to start a free-flowing discussion with children after a reading. These difficulties are resolved creatively and effectively for the most part, but some basic assumptions go unexamined. From the study, two criteria (one suggested: one involves the reasoned conduct of instruction within a situation of practice; a second may involve identifying entrenched aspects of ongoing classroom work, i.e., aspects of a situation which are foundational to ongoing work and as such are invisible, assumed, or unquestioned by the participant. (Contains 11 references.) (TB)

ED 379 595 CS 011 990

McKinney, Marilyn Ohlhausen
Institutional Concerns in Implementing Portfolios in Teacher Education.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Innovation; Electronic Mail; Higher Education; National Surveys; *Portfolio Assessment; *Portfolios (Background Materials); *Preservice Teacher Education; *Student Evaluation
IDENTIFIERS- Educational Issues; Teacher Surveys

To look at the issue of institutional constraints that could be affecting the implementation of portfolios in teacher education courses, a 10-item survey was distributed over e-mail to subscribers of four listservs. In addition, several surveys were sent to colleagues of the author who were using portfolios but who were not subscribers to listservs. The first four questions were designed to provide background information on portfolio use. Questions 5-8 dealt with grading and the use of rubrics. Question nine asked about policies, structures or people that have either supported or hindered the use of portfolios. The final question asked about strategies designed to overcome institutional barriers to wider use of portfolios. In general, results indicated that portfolio use is still evolving. While there is concern about issues such as grade inflation, few institutions appear to have actual policies in place. In addition, few of the respondents at this point in time have let those discussions about grades affect them. There is, however, the institutional requirement to give grades; for some teacher educators, this appears to hinder their use of portfolios. Administrators appear to be responding to portfolio use in various ways: some are simply uninterested; others have attempted to prevent instructors from negotiating grades with students. This survey represents only a limited number of views and therefore may be unrepresentative. Of the 27 people who responded to the survey, 12 were not using portfolios and/or responded by requesting results. (TB) why it should be done. The book translates the most consistent research findings into practice, presents the major perspectives in reading education, describes a comprehensive range of instructional practices, and shows teachers how to select and modify practices that are consistent with their perspectives and the individual needs of students. Chapters in the book are: (1) The Challenge and the Rewards; (2) Developing a Literacy Framework; (3) Material and Method Frameworks: Applying Initial Insights about Reading; (4) The Central Role of Children's Literature; (5) Connecting Reading and Writing; (6) Facilitating Beginning Readers' Emerging Literacy; (7) Decoding and Literacy; (8) Vocabulary and Literacy; (9) Comprehension of Extended Text; (10) Content-Area Reading and Study Skills; (11) Supporting Literacy through Assessment; (12) Including all Children in Your Reading Program; (13) Classroom Organization; and (14) Supporting Literacy with Computers and Related Technologies. Appendixes include lists of Newbery Medal winners and Caldecott Medal winners as well as name and subject indexes. (RS)

ED 379 614   CS 012 013

Woods, Mary Lynn; Moe, Alden J.
Analytical Reading Inventory: Assessing Reading Strategies for Literature/Story, Science, and Social Studies. For Use with All Students Including Gifted and Remedial. Fifth Edition.
PUB DATE- 95
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160),Books (010)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Gifted; Informal Reading Inventories; *Reading Achievement; *Reading Attitudes; *Reading Diagnosis; Reading Difficulties; *Reading Strategies; Scientific and Technical Information; Social Studies; Word Recognition
IDENTIFIERS- *Analytical Reading Inventory; *Text Processing (Reading)

This book presents three narrative forms and two expository forms of an analytical reading inventory (ARI) that evaluates the processing strategies readers use as they read. Designed to be used as an individual analysis, the ARI presented in the book can help identify the reader's general level of word recognition; word recognition strengths and difficulties; oral and silent reading performance; comprehension strengths and difficulties; independent reading level; instructional reading level; frustration reading level; listening level or level of reading potential; and general attitudes, emotional status, and feelings toward the reading task. The book contains graded passages for the three narrative forms and two expository forms (one form of science passages and one form of social studies) for primer through grade nine and when appropriate, can prove useful in determining students' reading strategies from kindergarten through high school. The book also provides teachers with ways to document data and to summarize results. A case study is included in the book so teachers can learn about the comprehensive nature of informal diagnosis. The book also includes instructions; an overview; and descriptions of the organization, development, and validation of the five forms. Contains 27 references on correction and remediation, 26 references cited in the inventory, and 22 references that provided the information necessary to write the student

PUB DATE- Apr 95
NOTE- 44p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Grade 2; Primary Education; *Reading Achievement; Reading Research; *School Entrance Age; *Sex Differences
IDENTIFIERS- Metuchen Borough School District NJ

A study determined if either school entry age or gender had any effect on the reading achievement of 121 second-grade students from the Metuchen, New Jersey, public school district. The subjects were administered the California Achievement Test in the Spring of 1994. Results indicated that late starters scored significantly better than early starters, whereas there were no gender differences in achievement. (Contains 62 references and two tables of data. An appendix containing study data is attached.) (Author/RS)

ED 379 634 CS 012 036

Muldowney, Colleen J.
The Effect of a Paired Reading Program on Reading Achievement in a First Grade Classroom.
PUB DATE- Apr 95
NOTE- 39p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Grade 1; *Instructional Effectiveness; Primary Education; *Reading Achievement; Reading Improvement; *Reading Programs; Reading Research
IDENTIFIERS- Emergent Literacy; *Paired Reading

A study determined if pairing children for reading in first grade would have an effect on their reading achievement. The subjects in this study came from one first grade class in a suburban school district. For 6 weeks, one group of emergent readers was paired with more able readers, while another group of emergent readers in the same class was not paired. The two groups were tested before and after the project, using the Iowa Test of Basic Skills Level 6. The average gain of the paired readers was significantly higher than that of the non-paired readers. (Contains 28 references and 7 tables of data. Two appendixes containing study data are attached.) (Author/RS)

ED 379 635 CS 012 041

Almasi, Janice F.; And Others
Effects of a Statewide Performance Assessment Program on Classroom Instructional Practice in Literacy. Reading Research Report No. 32.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Educational Change; Elementary Education; *Instructional Improvement; *Literacy; Reading Research; *State Programs
IDENTIFIERS- Maryland; *Performance Based Evaluation; Testing

IDENTIFIERS- *Basic Writers
Writing processes and writing skills are highly compatible, but only if "writing skills" are defined as genuinely helpful learning strategies rather than prescriptive techniques or isolated forms and rules. Increased skill is a product of meaningful practice, not prescriptive instructions or isolated drills. In the present context, the term strategic writing instruction refers to the teaching and acquisition of rhetorical and self-regulatory strategies for use during writing processes, strategies that can be defined as "behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding processes" (Weinstein and Mayer). Two examples of strategic writing instruction should help to explain this important concept. In the first example, a ninth-grade teacher gives her students a writing sample and after asking them to write a composition in response to it, administers a questionnaire on the writing process. She finds, interestingly, that the good writers instinctively follow a writing process that the poorer writers do not. She therefore works with the poorer writers individually to help them understand the process behind writing. In a second example, however, a teacher following a similar process finds that some of his students cannot grasp writing processes explained verbally. He therefore uses a computer to convey the same concepts spatially. Through this process, a student, using arrows, learns that all ideas in a paragraph must be connected to the topic sentence, or as he refers to it, the "top sentence." (Contains 14 references and 1 figure.) (TB)

ED 379 657 CS 214 727

Lehr, Susan, Ed.
Battling Dragons: Issues and Controversy in Children's Literature.
PUB DATE- 95
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- Adolescent Literature; Black Family; *Censorship; *Childrens Literature; Cultural Context; Elementary Education; Picture Books; *Publishing Industry; Sex Role
IDENTIFIERS- African Americans; *Controversial Materials; *Controversial Topics; Educational Issues; Heroes; Heroines; Politically Correct Communication
Presenting the voices, perspectives, and experiences of authors from all over the world, this book presents a collage of ideas and images about well-written children's books. It contains 19 essays that discuss censorship, violence, raw images in picture books, depictions of the black family, the myth of emancipated women, political correctness in writing for children, the realities of selling books for children, and educators' views about using controversial children's literature. Essays in the book are: (1) "Censorship of Children's Books" (Amy McClure); (2) "Undesirable Publication: 'A Journey to Jo'burg'" (Beverley Naidoo); (3) "Justifying Violence in Children's Literature" (Carl Tomlinson); (4) "The Disturbing Image in Children's Picture Books: Fearful or Fulfilling?" (Barbara Kiefer); (5) "Gender Issues in Books for Children and Young Adults" (Shirley B. Ernst); (6) "Princess Furball: The Writing, Illustrating, and Response" (Charlotte S. Huck); (7) "Family Values and Kinship Bonds: An Examination of African American Families in Selected Picture Books, 1974-1993" (Deborah Thompson); (8)

Copeland, Jeffrey S.; Copeland, Vicky L.
Speaking of Poets 2: More Interviews with Poets Who Write for Children and Young Adults.
PUB DATE- 94
NOTE- 219p.; For volume 1, see ED 359 540.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Adolescents; Audience Awareness; Children; *Childrens Literature; *Creative Writing; Elementary Secondary Education; Interviews; *Personal Narratives; *Poetry; *Poets; Reader Text Relationship; *Writing Processes
IDENTIFIERS- Author Reader Relationship; Author Text Relationship; Poetic Forms; Writing Contexts; *Writing for Children

Spotlighting a variety of venerable poets, as well as some rising stars, this book is the second series of conversations about the lives and works of poets who write mainly for children and young people. The book presents informal interviews with the writers about their childhoods, the influences upon their work, their writing processes, how they would like to see their work introduced to youngsters, and what suggestions they have for young poetry writers. The 20 poets interviewed in the book are: J. Patrick Lewis, Marilyn Singer, Cynthia Rylant, Paul Fleischman, Brod Bagert, Lillian Morrison, Ashley Bryan, Jane Yolen, Luis J. Rodriguez, Deborah Chandra, Paul Janeczko, Michael Spooner, Constance Levy, Nikki Giovanni, Patricia Hubbell, Victor Martinez, Lucille Clifton, Maxine Kumin, Judith Thurman, and Nancy White Carlstrom. Each interview is preceded by a very brief overview of the poet's life and work. (NKA)

ED 379 676 CS 214 749

Larson, Sarah L.
"The Polishing Cloth": Student Writing Creates Writing Text.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Penn State Conference on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Instructional Innovation; Periodicals; *School Publications; *Student Developed Materials; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Dekalb Community College GA; *Polishing Cloth (The)

The concept of using good student writing to inspire more good student writing, of using a text to create the next year's text is a vital process that demonstrates DeKalb College's emphasis on individual student instruction and recognition. "The Polishing Cloth" is a collection of the best student essays from English composition, developmental studies, English as a second language, and other disciplines. Since its inception in 1984, it has evolved into a 250-page text, published annually and is sold at the student bookstore for $8. Any college can establish its own writing text by following a simple step-by-step procedure. Faculty members submit their students' best essays and then a faculty editorial board rates the papers. The use of such a publication in the classroom is limited only by the imagination of the students and the instructor. "The Polishing Cloth" is organized by classes ranging from

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Problems; Communication Research; *Communication Skills; Higher Education; *Interpersonal Communication; Teacher Student Relationship
IDENTIFIERS- Communication Behavior; *Faculty Attitudes; *Rhetorical Sensitivity Scale; University of Minnesota

R. Hart and D. Burks (1972) indicated that rhetorical sensitivity (RS) is a cognitive orientation to communication competence that stresses the importance of appropriate adaptation and flexibility in interpersonal communication interactions. In 1980, Hart, Carlson and Eadie developed an instrument called RHETSEN scale, a 40-item questionnaire. The instrument focused on encoding spoken messages and consists of three dimensions: Rhetorical Sensitivity (RS); Noble Self (NS); and Rhetorical Reflector (RR). To simplify the process of doing research on RS, NS, and RR orientations toward communication, RHETSEN2 was developed by Eadie and Powell. A cover letter and two versions of RHETSEN2 were sent to 150 randomly selected University of Minnesota faculty members. Instructions were developed and the instrument was revised to determine how gender groups, age groups, and educator groups felt about communicating with students (formal context) and a friend (informal context). The mean results indicate that the RS variable was rated the highest in both formal and informal contexts. Significant differences occurred between gender groups in rating RS for both the formal and informal contexts. Marginal differences occurred between different age groups and different faculty ranks (professor, associate, assistant). If limited differences were evident then between the various groups studied, some differences merit mention. For example young, female, assistant professors had higher RS and RR scores than other groups. Also, younger faculty members also have higher NS and RR scores. (Contains three tables of data.) (TB)

ED 379 696 CS 508 815

Byrd, Marquita L.
African American and Afrocentric Communication Courses: A Rationale.
PUB DATE- Feb 95
NOTE- 34p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Culture; *Black Students; College Students; Cultural Context; Cultural Differences; *Curriculum Evaluation; Higher Education; *Minority Groups; *Speech Communication
IDENTIFIERS- *African Americans; Communication Context; *Discourse Communities

One of the main problems with higher education is that curriculums, both past and present, objectify and marginalize the experiences of people of color and thus reduce diversity in the graduate and professional school populations. African American, Asians, Hispanics, and other minorities are studied in many college-level classes only as an afterthought. To rectify this situation, courses in African-American communication should be taught in speech communication departments and colleges and universities in this country.

Education; Instructional Effectiveness; *Multicultural Education; *Narration; *Story Telling; Student Needs; *Teaching Methods; *Teaching Styles
IDENTIFIERS- *Nonnative Speakers; Rhetorical Strategies

The challenge facing the nonnative instructor is make his or her cultural uniqueness an asset instead of a liability. If nonnative speakers can never be fully accepted by American students because of their accent and different communication styles, they can employ teaching styles and methods that showcase their strong points. One teaching method especially useful to the nonnative speaker is story telling. Story telling allows the instructor to connect with his or her students through pathos, logos and ethos: reasoning is made clear; students are impressed with the instructor's foreign experiences; and students are likely to empathize. Story telling also has the benefit of being pluralistic; it cultivates an inclusive, reciprocal relationship between and among instructor and students. Rather than depending on the conveyance of conventional knowledge, storytelling centers on the creation and recreation of fresh stories by both the instructor and the students. Story telling as a teaching strategy enables U.S. students to visualize the substance of multiculturalism that nonnative instructors are equipped to offer. Besides, story telling is an effective means of earning student respect. (TB)

ED 379 714   CS 508 833

Pratt, Steven B.; Lujan, Philip D.
On the Problematic Nature of Conducting Research among American Indians (Research in Progress).
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Culture; *American Indians; *Communication Research; *Cultural Awareness; *Cultural Background; *Ethnography; Higher Education; Nonverbal Communication; Speech Communication
IDENTIFIERS- *Communication Behavior

The American Indian, whether as a racial group or tribal group, is presumably the most researched group in the United States. Every aspect of Indian culture has been studied from topics such as "uses of time" to "forms of public speaking." Although the Indian has been thoroughly studied, there is a lack of current research that identifies and delineates Indian verbal and non-verbal behavior. Moreover, those who would conduct research among the indigenous people seldom take into account the notion of cultural competency or the knowledge and day-to-day enactment of cultural ways. Almost all researchers consider any person who identifies him- or herself as an Indian as being culturally competent. However, many tribal members have been socialized in an urban or non-Indian environment and possess scant knowledge of their tribal background. The problem then is this: when conducting research among American Indians should the researcher be concerned with the cultural expertise of his or her subjects? How does he or she determine contemporary Indian communicative behavior? L. Wieder and S. Pratt (1990) found that being an Indian or culturally competent tribal included. The appendix contains a list of the AEFA Board of Directors, 1993-94. (LMI)

ED 379 733 EA 026 427

Burlingame, Martin
Tools for Linking Research and Practice in the Helping Professions: Research Abstract Worksheets and Personal Reviews of the Literature.
PUB DATE- Sep 94
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Higher Education; Information Retrieval; *Information Seeking; Information Skills; *Literature Reviews; Meta Analysis; Research Methodology; *Research Tools; *Search Strategies; *Theory Practice Relationship; User Needs (Information)

This document is comprised of four chapters that show how to use research-abstract worksheets and personal reviews of the literature as tools for linking research and practice in the helping professions. The research tools help to condense lengthy reports, place them into a consistent format, and actively involve the information seeker. Chapter 1 describes the relationship between professional problems and research, arguing that the nature of professional practice in the helping professions relies, to a large extent, on research. It describes the "research game," which stresses public debate, follows a series of conventions, and uses publications for commentary. Chapter 2 describes a process for making a research report, qualitative or quantitative, useful to the practitioner. It outlines the steps involved in creating a research-abstract worksheet and discusses the logical relationships among problems, hypotheses, and variables. Chapter 3 offers guidelines for creating abstract worksheets on reports of educational practices. Chapter 4 presents strategies for using the library intelligently and for developing a personal review of the literature (PERL), and describes the importance of creating PERLs. Appendices contain examples of four research-abstract worksheets and one example of a PERL. Two figures are included. (LMI)

ED 379 734 EA 026 437

Straight Talk about School Administrators.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Budgets; *Costs; Educational Finance; Elementary Secondary Education; *Labor Economics; Labor Force; Public Schools; Resource Allocation; Salaries; *School Administration; *School District Spending; *State Norms
IDENTIFIERS- *California

In this report, the Association of California School Administrators examined some of the myths and misrepresentations about administration in California's public schools. Specifically, it examined the following five myths: (1) A lot of money that could be better spent in the classroom

Reyes, Augustina H.
The Legal Implications of Site-Based Budgeting.
PUB DATE- 94
NOTE- 16p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (San Diego, CA, November 17-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Budgeting; Categorical Aid; Compliance (Legal); *Decentralization; Educational Finance; Elementary Secondary Education; *Legal Responsibility; Participative Decision Making; *School Based Management; State Legislation; State School District Relationship
IDENTIFIERS- *Texas

This paper defines site-based budgeting as a tool for restructuring schools through meaningful participation. It also describes the legal dimensions of site-based budgeting, with an emphasis on Texas. The following legal principles are discussed: public oversight of public dollars, deregulation of governmental powers, equal protection, preservation of fiscal accountability, integrity of categorical programs, and liability. Texas' school-budgeting plan is used as an example of a negotiated, deregulated/decentralized budgeting system. Four major legal implications for site-based budgeting include: (1) preserving fiscal accountability; (2) maintaining economies of scale and district efficiency; (3) maintaining the integrity of categorical services; and (4) possible liability of the members of decision-making bodies. A conclusion is that an increase in local control could conceivably be gained at the expense of centralized economies, fiscal accountability, and constitutional and civil rights. In addition, there is no guarantee for the effectiveness of decentralized budgeting practices. A modified decentralized process is advocated, which strikes a balance between total decentralization/deregulation and a meaningful site-based budgeting and decision-making process. (LMI)

ED 379 754 EA 026 497

Hooker, Clifford P.
Terminating Teachers and Revoking Their Licensure for Conduct beyond the Schoolhouse Gate.
PUB DATE- Nov 94
NOTE- 22p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems in Education (San Diego, CA, November 17-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Standards; *Court Litigation; Elementary Secondary Education; Legal Problems; Moral Values; Privacy; *Teacher Behavior; *Teacher Dismissal; *Teacher Rights; *Teacher Role

This paper addresses the legal tension between a teacher's right to privacy and a school board's right to demand exemplary conduct by teachers in and out of school. The watershed case in the area of a teacher's right to a private life appears to be "Morrison v. Board of Education" (California 1969), which identified factors that a board may consider when determining whether a teacher's conduct indicates unfitness to teach.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; *Facility Improvement; Local Government; Obsolescence; *Preservation; School Buildings; State Action
IDENTIFIERS- *Virginia

This paper examines the significance of facilities preservation for educational facilities planning and identifies various forms of facilities preservation applicable to educational facilities. It analyzes why educational facilities planners need to be aware of preservation considerations, reviews the relevant literature for preservation principles, identifies alternative preservation strategies, and highlights preservation practices in Virginia and their relationship to educational facilities preservation. Basic management principles for incorporating a preservation policy include: (1) coordinate the preservation activity within the community's master plan; (2) consider using outside professional help in preparing a brochure for advertising the available property; (3) consider explicit incorporation of a preservation component in the school system's long-range capital plan; and (4) recognize the key role of the local government in zoning and land use controls. Virginia state laws are not extensive or comprehensive; compared with other states, the state government does not empower its localities to offer strong preservation protections. In conclusion, when educational facilities planners develop a master plan for an older facility or plan for the acquisition of additional space, they should consider options other than simple disposal or new construction. Contains 14 references. (LMI)

ED 379 773 EA 026 518

Demographic Factors in American Education. ERS Report.
PUB DATE- Jan 95
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Demography; Dropout Rate; Early Parenthood; *Educational Attainment; Elementary Secondary Education; Enrollment Projections; *Enrollment Trends; Ethnic Groups; Family Structure; Graduation; Immigration; Limited English Speaking; *Minority Groups; *Population Trends; Poverty; Preschool Education; Racial Composition; Tables (Data)

This volume is the latest in a series of reports that the Educational Research Service compiles every 5 years to provide comprehensive demographic data relevant to educational analysis, projection, and planning. It provides data pertaining to the size and composition of current and future student populations, as well as other demographic factors. Detailed highlights are presented at the beginning of each chapter. Chapter 1 provides an overview of trends and projections in the school-age population of the United States--nationally, regionally, and by state. Chapter 2 describes national enrollment trends and projections from 1979-2004. Information about high school graduation and dropout rates is provided in the third chapter. Data related to children and families living in poverty is presented in chapter 4. The fifth chapter describes the changing racial and ethnic composition of the school-age population and examines differences in educational attainment and poverty rates by race/ethnicity. Chapters 6 and

Study; Higher Education; Leadership Training; Models
IDENTIFIERS- *University of Wisconsin Oshkosh

This paper describes revisions made by faculty in the educational leadership program at the University of Wisconsin Oshkosh. The program focuses on empowerment, reflective practices, integration of theory and practice, leadership development, the identification of desired outcomes, and the inclusion of Total Quality Management principles. The program integrated the following core curriculum components: self-knowledge development, an expanded professional knowledge base, experiential learning activities combining theory and practice, and continuous improvement. The integration of the core curriculum components was guided by three models: the technical-scientific deductive design characterized by the works of both Tyler and Hunkins; the technical-scientific design characterized by the work of Taba; and the naturalistic design outlined by Glatthorn. The faculty developed a nine-step curriculum development/infusion model based on the most desirable aspects of each model: (1) assess alternatives, evaluate current approach, and diagnose needs; (2) develop program goals and philosophy; (3) conduct curriculum conceptualization and legitimization; (4) select content and concepts, stake out territory, and plan for evaluation; (5) develop course (instructor); (6) implement; (7) communicate expectations to students; (8) evaluate; and (9) maintain. Five figures are included. The appendix lists the program's critical core competencies. (LMI)

ED 379 791 EA 026 542

Stedman, James B.
Goals 2000: Overview and Analysis. CRS Report for Congress.
PUB DATE- 3 Jun 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Federal Legislation; Federal Regulation; Federal State Relationship; Government Role; School Restructuring; *Standards; State Federal Aid
IDENTIFIERS- *Goals 2000

Goals 2000: Educate America Act (P.L. 103-227) authorizes a range of initiatives for federal support of education reform. Its basic strategy is that of systemic reform guided by sets of agreed-upon educational goals and standards at each level of governance. An overview and analysis of the Act's basic provisions and authorizations is provided. Goals 2000 establishes eight National Education Goals to be accomplished by the year 2000, a National Education Goals Panel, a National Education Standards and Improvement Council, grants for the implementation of State systemic reform, waivers of requirements and regulations under designated Federal education programs, and a National Skills Standards Board. P.L. 103-227 includes other new authorities and provisions, such as: reauthorization of the U.S. Department of Education's Office of Educational Research and Improvement; a Safe Schools Act of 1994; parental information and resource centers; an educational technology effort including creation of an Office of Educational Technology; grants for "midnight basketball" leagues in disadvantaged communities; nonsmoking policies in federally supported educational institutions; and a required

ED 379 811 EC 303 684

Jensen, Rita A.; McMullen, David
A Study of Gender Differences in the Math and Science Career Interests of Gifted Fifth and Sixth Graders.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Career Choice; Elementary School Students; Enrichment Activities; Family Environment; *Gifted; Grade 5; Grade 6; Intermediate Grades; *Mathematics; *Sciences; *Sex Differences; *Student Attitudes; Student Development; Student Interests; Summer Programs
IDENTIFIERS- *Access to Computers

This study explored relationships between gender and the math and science interests of fifth and sixth graders (N=105) who participated in a summer enrichment program for gifted students. A researcher-developed questionnaire was utilized to obtain demographic data about the students and their intent or desire to pursue careers in math and/or science fields. No significant relationship was identified at the fifth grade level between gender and students' interest in math/science careers. However, a significant relationship was apparent for sixth grade students. A similar pattern was revealed for the variable of computers in the home, finding no significant relationship between gender and a computer in the home at the fifth grade level, while finding such a relationship at the sixth grade level. The relationship between students' career interests and their mothers' and fathers' career choices was not significant. Among students who indicated interest in careers involving math and/or science, there was a desire to take additional science courses but not additional math courses. (Contains 11 references.) (DB)

ED 379 812 EC 303 685

Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education: A Comprehensive Examination.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 13 Jan 95
NOTE- 81p.; Prepared by Project FORUM. For related documents, see ED 374 637 and ED 378 716.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; Cultural Differences; *Disability Identification; Educational Change; Educational Objectives; Educational Policy; Educational Trends; Elementary Secondary Education; Eligibility; Incidence; Limited English Speaking; Meetings; *Minority Groups; Needs Assessment; *Prereferral Intervention; Referral; *Special Education; *Special Needs Students; Student Evaluation
IDENTIFIERS- Diversity (Student)

This document was developed as a result of 1993 and 1994 policy forums on strategies to address disproportionate representation

IDENTIFIERS- Alternative Assessment; *Triennial Evaluations

This practicum attempted to improve the triennial review process for high school students receiving special education services, make these reviews more meaningful, and use these reviews to enhance instructional programming. A survey of staff (N=18) involved in special education planning was followed by development of an inservice training program which focused on legal requirements of special education 3-year reevaluations and best practices endorsed by other school districts, states, and professional organizations. A collaborative approach between the school psychologist and the leading special education teacher was utilized in conducting the triennial review of 10 students. Alternative methods of assessment were identified including clinical interviews, vocational evaluation, and reports from outside professionals such as psychiatrists and occupational therapists. In 5 of the 10 cases, a psychological evaluation featuring intellectual testing also took place. Survey questions are appended. (Contains 26 references.) (DB)

ED 379 831 EC 303 704

Heckenlaible-Gotto, Myra J.; Choi, Hee-sook
The Use of Research Methods and Statistics in "TECSE," 1990-1993: A Content Analysis.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; *Disabilities; *Early Childhood Education; Educational Research; Research Design; *Research Methodology; *Special Education; *Statistical Analysis; Trend Analysis
IDENTIFIERS- *Topics in Early Childhood Special Education

This content analysis study evaluated the research methods and statistical techniques employed in studies reported in the professional journal, "TECSE" (Topics in Early Childhood Special Education) between 1990 and 1993. Research articles comprised 37 percent of all articles (n=120) published during this period. The most frequently utilized statistical techniques were descriptive statistics, t-tests, multiple regression, analysis of variance, and correlation. Nonintervention designs represented the majority of research articles, with causal-comparative being the most prominent type. Of the intervention designs, pretest/posttest was the most frequently utilized method. The majority of article authors were female. (DB)

ED 379 832 EC 303 705

Marchant, Catherine
Teachers' Views of Integrated Preschools.
PUB DATE- 93
NOTE- 32p.; Supported in part by the Wheelock College Faculty Endowment Fund for Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Disabilities; *Mainstreaming; Preschool Education; *Preschool Teachers; Social Integration; *Special Needs Students; *Teacher Attitudes; Teaching Conditions
IDENTIFIERS- Massachusetts

School Districts; State Aid; State Legislation; *State Programs; *State Standards; Teacher Education
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This study analyzed state policies on the identification and education of gifted students as reflected in legislation, regulations, rules, recommendations, and guidelines provided by 49 states. The elements examined include: (1) state mandated services, (2) district plans for the gifted, (3) gifted education as part of special education, (4) philosophy or rationale, (5) definitions of gifted and talented, (6) identification procedures, (7) programs for the gifted, (8) differentiated curriculum and instruction, (9) counseling and other support services, (10) parent involvement, (11) program evaluation, (12) teacher education and certification, and (13) state funding for the gifted. The analysis indicated that all states have formulated policies that support education of the gifted and talented but that considerable variability among states exists with respect to specific components. Major recommendations are made in the following areas: establishing challenging curriculum standards; providing high-level learning opportunities; ensuring access to early childhood education; offering extended opportunities for economically disadvantaged and minority children; providing teacher training and technical assistance; and matching the high performance of similar students throughout the world. (Contains 76 references.) (DB)

ED 379 850 EC 303 723

Clark, Gilbert A.; Zimmerman, Enid
Programming Opportunities for Students Gifted and Talented in the Visual Arts. Programming in the Arts: Research-Based Decision Making Series. RBDM 9402.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acceleration (Education); Advanced Placement Programs; Early Admission; Educational History; *Educational Opportunities; Enrichment Activities; Evaluation Methods; Gifted; Heterogeneous Grouping; High Schools; Homogeneous Grouping; *Program Development; *Program Effectiveness; Program Evaluation; *Talent; *Visual Arts

This monograph examines educational programs for students who are gifted and talented in the visual arts, through a review of the literature on gifted/talented education and art education and examination of programming opportunities. Relevant educational history from 1850 to the present is reviewed. The research review encompasses four national surveys, case studies, and local and regional program evaluations. The paucity of directly relevant research is noted. Various programming opportunities, with descriptions of operating programs, are discussed and grouped into the three general categories of mixed-ability grouping, ability grouping, and acceleration. Nine specific programming options are identified among which are: taking art courses at a college while still in high school; taking Advanced Placement art courses in high school; taking intensive courses in which the curriculum has been compacted; and entering college early. The possibilities of authentic assessment are briefly addressed. Six recommendations address: (1) development of a common vocabulary to describe programming assist in the transition of students with disabilities into postsecondary education and the world of work. The first part lists 236 references published from 1985 through 1991. Citations include brief abstracts and are listed alphabetically by author within the following categories: assessment and evaluation, career guidance and counseling, community involvement, curriculum and instruction, educational placement, employment placement, general aspects of transition, interagency coordination, legislation and policy statements, parental support and information, personnel development, and school-to-work transition. The second part lists resources grouped into the following categories: agencies, associations, and organizations; national clearinghouses; computer-based information networks; databases; journals; newsletters; and toll free telephone numbers of organizations, resources, and information sources. A brief description is provided for each resource. (DB)

ED 379 869 EC 303 742

Weiss, Keith E.; And Others
Postsecondary Education Support Services: A Guide for Students with Disabilities.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 94
NOTE- 176p.; A product developed by Project RETAIN: Retention in Education Technical Assistance and Information Network, a part of the Florida Network.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); College Admission; *Community Colleges; *Disabilities; Federal Legislation; Higher Education; Postsecondary Education; State Programs; *Student Personnel Services; *Vocational Schools
IDENTIFIERS- *Florida

This guide provides general information concerning the transition from high school to college for students with disabilities, and then provides specific information about procedures, accessibility, services, organizations, general programs, and publications at each of the public community colleges and area vocational-technical centers in Florida. Section 1 provides information on support organizations in Florida, important federal legislation, questions to ask, the Florida Relay system, costs and scholarships, and a transition calendar. Section 2 provides two-page descriptions of programs and services at the 39 Florida public vocational-technical centers. Section 3 gives two-page descriptions of the 28 community colleges. The descriptions give highlights of admissions procedures, available publications; basic college statistics; services provided to students with specific disabilities by category; and contact information for each main campus, admissions office, Americans with Disabilities Act/Section 504 compliance officer, coordinator for students with disabilities, and any student organizations involved with students with disabilities. (DB)

ED 379 870 EC 303 743

North Dakota: A Transition Checklist for Students with

Patterned after a previously successful Laborers-Associated General Contractors model named the Construction Skills Training Program, a demonstration project was implemented at five regional training centers. At least eight courses were created, combined, or revised. Four full-length audiovisual support pieces were completed. Three courses were created to provide a more structured career path for construction craft laborers (CCLs): An Orientation to the CCL, General Construction, and Foreman Preparedness. Courses combined and/or revised included the following: Asphalt Raking, Trench Protection and Principles of Pipe Laying, Concrete Practices and Procedures, and Practices and Procedures of Mason Tending. The project compared the cost efficiency and training effectiveness of the regional training concept against other models: fixed site concept (FSC), short-term mobile, and long-term mobile. For longer-term construction skills training, the FSC model was the easiest to present and the most effective and generated a structured course that was easily repeated. Advantages of national/regional training occurred in three areas: managing training activity, purchasing, and matching training to need. Disadvantages were cost of maintaining residential facilities and loss of local autonomy and ownership. An independent evaluation found that significant progress was achieved in conceptualizing and developing a career path for laborers, but much remained to be accomplished in implementing it. (YLB)

ED 379 417 CE 068 096

Asphalt Raking. Instructor Manual. Trainee Manual.
PUB DATE- Sep 91
NOTE- 46p.; Photographs may not copy with adequate clarity.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Asphalts; *Building Trades; Construction Industry; Instructional Materials; Postsecondary Education; *Road Construction; *Safety; Safety Education; Teaching Guides

This packet consists of the instructor and trainee manuals for an asphalt raking course. The instructor manual contains a course schedule for 4 days of instruction, content outline, and instructor outline. The trainee manual is divided into five sections: safety, asphalt basics, placing methods, repair and patching, and clean-up and maintenance. Each section contains a list of objectives, a list of terms and definitions, and instructional/informative material. Appendixes include a glossary of terms and a list of aging asphalt mat blemishes and causes. (YLB)

Company, Grimes Aerospace, LewiSystems, and Comdyne. Companies supplied training facilities and paid release time for employee participants. Seventeen classes were completed; 13 were attended by recruited participants, 4 by volunteers. The grant director performed literacy task analyses (LTAs), recruited teachers, and assessed company readiness. Teacher training focused on metacognition, cooperative education, team processes, and evaluation tools. Company goals and expectations were explored, revised, and integrated with curriculum tools, such as individualized education plans (IEPs), portfolios, and workplace materials. Problem-solving committee meetings were scheduled monthly for curriculum review and class and company issue identification. As teachers became facilitators, LTAs evolved into the Job Skills Inventory, IEPs became Life Long Learning Logs, and basic skill was expanded to become a holistic, integrated curriculum based on discovery learning. The need for problem-solving committee meetings diminished, and supervisor workshops were phased in. Class participants showed improved test scores and reported higher levels of confidence in communications, better relationships with coworkers, and improved team operations. (Appendixes include director's comments and materials used in and information about teacher training and student assessment.) (YLB)

and employment. Each area is followed by a list of issues that may arise, along with helpful responses to those issues. Sample forms and examples are included, and additional resources are listed for each area. In addition, the guide contains a section on postsecondary education, a glossary, and a list of 11 references. (KC)

ED 379 455 CE 068 266

Martin, Phillip
Food Science & Technology. Instructor Guide. Student Reference.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Aug 94
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; Competence; *Competency Based Education; Food and Drug Inspectors; Food Handling Facilities; *Food Processing Occupations; *Foods Instruction; Food Standards; *Learning Activities; Learning Modules; Lesson Plans; Nutrition; Secondary Education; State Curriculum Guides; Teaching Guides; *Teaching Methods; *Technology Education; Units of Study; Vocational Education
IDENTIFIERS- Missouri

This packet contains an instructor curriculum guide and a student reference book for a course in food science and technology. The 4-unit curriculum contains 23 lessons. The instructor's guide contains the following components of a unit of instruction: objectives, competencies, motivational techniques, teaching procedures, other activities, activity sheets, transparency masters, evaluations, answers to evaluations and activity sheets, references and teaching aids, and materials and equipment lists. Topics addressed are as follows: food preservation, food perishability, food processing, food product development, products and by-products, grading and inspection, biochemistry of foods, food safety, food deterioration, nutritional properties of foods, biotechnology, food selection, and consumer health. The student reference book contains information for each of the lessons. Performance objectives and competencies are included at the beginning of the guide as well as incorporated within each lesson. A competency profile has been provided in the front of the guide for recordkeeping. (KC) systems. Section 1 contains a preliminary explanation. Section 2 describes the German educational system. Section 3 is a typology of examinations and certificates that can be gained by school attendance, within the dual system, through continuing training, and at universities and establishments of higher education. Section 4 offers an overview of the most important certificates. Five charts that correspond to the five components of the education system--general education schools, vocational training schools, dual system, continuing training, and establishments of higher education--correlate awarding bodies and name of certificate. Section 5 describes the procedures for developing education courses and certificates in the five components of the system. Section 6 discusses individual certificates. Each description includes some or all of these components: short description of the educational course, types and names of certificates, requirements for attaining the certificates, who awards the certificates, what the certificates qualify or entitle the bearer to do, and remarks. Section 7 focuses on certificates as determinants of social and occupational/professional opportunities. Appendixes include glossaries of selected institutions, legislation, and terminology. Contains 37 references. (YLB)

Retail Certificate would fit into their company needs. Unions were not generally involved in discussions of local training issues. Most employees interviewed considered their training valuable; however, none had strong views regarding how it could be improved. (Contains 43 tables/figures and 46 references.) (MN)

ED 379 492   CE 068 319

Lewis, Morgan V.
Student Outcomes at Private, Accredited Career Schools and Colleges of Technology. An Analysis of the Effects of Selected School/College Characteristics on Student Outcomes for School Years 1990 through 1993.
SPONS. AGENCY- Accrediting Commission of Career Schools/Colleges of Technology, Washington, DC.
PUB DATE- Feb 95
NOTE- 33p.; For earlier reports, see ED 364 735-736.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Dropout Rate; Graduation; *Institutional Characteristics; Job Placement; *Loan Default; *Outcomes of Education; *Performance Factors; Postsecondary Education; *Private Schools; Proprietary Schools; Relevance (Education); Technical Institutes; Vocational Education; *Vocational Schools

A study analyzed student outcomes at those schools and colleges that filed reports with the Accrediting Commission of Career Schools/Colleges of Technology during the 1993 school year. It also compared these data to information collected in 1990, 1991, and 1992. The study focused on the following outcomes calculated separately for full- and part-time students: graduation, withdrawal, training-related placement, and default on Federal Family Educational Loans. The performance of the institutions was highly consistent over the 4 years. Almost two-thirds of the full-time students graduated, and three-fourths were placed in training-related jobs. The graduation rate of part-time students was slightly more than one-half, and two-thirds were placed in training-related jobs. Default rates were fairly consistent at about one-fourth of the students leaving school. Multiple-regression analysis of the relationships of the 4 outcomes studied to 27 measures of the schools' characteristics confirmed that the following program characteristics have consistent, statistically significant relationships with school performance: total enrollment, main or branch campus, dual accreditation, separate facilities, percentage of students receiving financial aid, average program length, faculty turnover, and percentage of students classified as "Ability to Benefit" students. (Technical notes regarding study definitions and formulas are included. Eleven sources for comparison statistics are listed.) (YLB)

Presents a Communication Skills Enhancement Workshop for the Patient Management Department at TRMC.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 51p.; For related documents, see CE 068 362-367 and CE 068 370-373. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Communication Skills; *Hospital Personnel; *Interpersonal Competence; *Job Skills; *Learning Activities; Literacy Education; *On the Job Training; Workshops
IDENTIFIERS- *Workplace Literacy

This document contains the instructional materials developed and presented in workshops on communications skills improvement at a regional hospital. The workshop was designed to help participants gain skills that enable them to do the following: (1) identify and overcome roadblocks to effective communication; (2) decode "hidden messages"; (3) recognize the importance of the three main ways messages are sent; (4) avoid provoking hostility through non-defensive communication; (5) practice effective listening skills; (6) use reflection skills; (7) choose appropriate words to transmit a message clearly; (8) give criticism appropriately; and (9) use "I" messages to communicate assertively. The guide includes a workshop overview, information sheets, work sheets, and role-playing activities. (KC)

ED 379 536 CG 025 929

Munn, Pamela, Ed.
Schooling with Care? Developing Provision for Children and Young People Presenting Social, Emotional and Behavioural Difficulties.
PUB DATE- Dec 94
NOTE- 31p.; For a related document, see CG 025 927.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- *Behavior Problems; *Change Strategies; Educational Strategies; Elementary Secondary Education; Foreign Countries; Learning Problems; *Needs Assessment; *Policy Formation; Prevention; *Special Needs Students; Staff Development; Student Characteristics; Student Needs; Student School Relationship
IDENTIFIERS- Scotland

This book is the product of collaboration between Education and Social Work, at both the national and local level, on a project to identify and disseminate examples of good practice in the provision for children and young people presenting social, emotional, and behavioral difficulties. There are many issues which surround the setting up and management of effective provision for these children and young people. This book concentrates on five such issues: (1) policy; (2) inter-agency collaboration; (3) identification and assessment; (4) learning and teaching; and (5) staff development. The intent is to identify that elusive phenomenon, "good practice." In doing so, the contributors have drawn on a range of sources: their own substantial experience of dealing with the issues; their knowledge of the ways these issues are being addressed in Scotland and elsewhere; and research findings on effective policy and practice. The chapters include: (1) "Policy Frameworks and Policy Planning" (Jenni Barr); (2) "Inter-agency Approaches" (Bob McKay); (3) "Identification and Assessment" (Russell Forrest); (4) "Learning and Teaching" (Brenda Frier); (5) "Staff Development" (Alan McLean); (6) "Where Next?" Contains a 15-item bibliography for further reading and a list of contributors. (BF) of friends' use, perceived effects of media advertising, medical care, safety, diet and weight, physical activity and exercise, HIV/AIDS education, sexual behavior, and suicide. The survey had a threefold objective: (1) obtain empirical needs assessment data necessary for program planning; (2) study trends of student substance use and abuse in participating schools and throughout the state; and (3) establish a baseline for future reference in the study of trends in other adolescent health behaviors. The survey was administered to over 15,463 public school students in 144 schools. The results of the survey confirm that a serious problem still exists with substance use and abuse among public school students. An initial decline of drug use from 1988 to 1990 leveled off in 1992. This problem is not confined to the urban centers nor to minority students, high school students, or any other specific group. Two appendices and 64 figures provide statistical summaries. Contains 41 references. (RJM)

Problems; Marital Instability; Marital Status
IDENTIFIERS- *Divorce Mediation; *Healing; Legal Information

Divided into three parts, this book was written to foster healing for divorcing parents and to help divorcing couples support their children. Part one deals with interpersonal issues and individual growth. The reader is lead through the personal processes of divorce; actions parents can take to help themselves and their children adjust to the situation are highlighted. Some of the topics covered here include shared parenting, a child's perspective, repairing the damage, security and reassurance, domestic violence, difficult divorces, and redefining the family. Part two examines the legal system. It is hoped that by demystifying the legal process, divorce will become less frustrating and will afford the individual more choices. Some of the issues addressed here are legal issues in parenting, the mechanics of co-parenting, and finances and the reality of divorce. In part three, entitled "Medicine for the Heart," children share their experiences with divorce. Over 50 children were interviewed about their parents' divorce and how it affected them. They offer advice to parents about how to make divorce easier on other children. (RJM)

ED 379 596 CS 011 993

Markham, Reed
Effective Planning for Individualized Instruction and Encouraging Individualized Instruction.
PUB DATE- 23 Feb 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; Elementary Education; *Individualized Education Programs; *Individualized Instruction; *Individual Needs; *Language Arts; Parent Teacher Cooperation; Planning; *Student Needs
IDENTIFIERS- Educational Issues

The first of two papers on individualized instruction notes that with the ever increasing demands for larger classes it is becoming more important for parents to make sure their child receives an education that will meet his or her individual needs. Children have to understand what they read and understand what they do not read but infer from their reading. Children have to write in correct sentences and unified paragraphs and think so they will have ideas to write about. Wilbur Brookover, author of "Creating Effective Schools," says that teachers should "identify a clear and measurable set of skill objectives for the course. Planning, teaching, and evaluating should all relate to these objectives." Teachers should balance success levels. Teachers should use praise--though they should use it in moderation. Teachers should also allow time for students to practice recently learned skills and should give additional work to the child who finds the work too easy. If a child finds the work too difficult, teachers must provide extra guidance and support. The second of two papers suggests that parents should also consider following further steps on their own: (1) they should share their interest in individualized instruction with the local PTA; and (2) they should learn more about individualized teaching by visiting the local library. Most schools do not provide the kind of teaching methods that allow children to develop their greatest potential. (TB)

passages. (RS)

ED 379 615 CS 012 014

De Temple, Jeanne M.; Tabors, Patton O.
Styles of Interaction during a Book Reading Task: Implications for Literacy Intervention with Low-Income Families.
PUB DATE- Dec 94
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Family (Sociological Unit); Intervention; *Literacy; *Literacy Education; *Low Income Groups; *Mothers; *Parent Child Relationship; Parent Counseling; Parent Education; Primary Education; *Reading Aloud to Others
IDENTIFIERS- *Reading Behavior

A study investigating how disadvantaged parents interact with their children in literacy tasks probed the following questions: (1) what styles of interaction do young, welfare-recipient mothers display when reading a story book with their preschool-aged child? and (2) how do the styles relate to factors such as the child's age and mother's literacy level? The 290 mothers in the study ranged in age from 16 to 21 years old; the children were between the ages of 27 and 63 months. Mothers were provided with a copy of "The Very Hungry Caterpillar" by Eric Carle and were asked to read the book to their child and take a few minutes to talk with him or her about it. Results showed that four distinct styles of book reading were displayed during the task: (1) straight readers, n=231, (who read the text aloud, but seldom paused to discuss the book during the actual reading); (2) standard interactive readers, n=231, (who paused during the reading and discussed the story); (3) non-readers, n=36, (who turned the pages and discussed the book, but did not actually read the book); and (4) recitation readers, n=9, (who asked their child to repeat the book back to them phrase by phrase). Interviews with the mothers showed that their choice of reading styles was governed by well-grounded assumptions about the reading process. In order for intervention reading programs to work, therefore, supervisors must have a clear understanding of a mother's assumptions and predispositions about literacy. Also, intervention programs need to treat mothers as learners about the role of book reading in literacy development and as active participants in creating a rich literacy environment for their children. Contains six references. (TB)

Effects

A study examined the effects of statewide performance-based assessment (the Maryland School Performance Assessment Program (MSPAP)) on literacy instruction, administrative support provided to facilitate instructional change, and student and teacher affect in response to change in elementary classrooms. Of the schools in Maryland identified by district-level administrators as making positive instructional changes in literacy in response to the MSPAP, five were selected as research sites due to their disparate approaches to school reform and the diversity of their populations. Information was gathered through semi-structured interviews with building administrators, reading specialists, and teachers in each of the five schools. Primary data sources were triangulated with secondary data sources (i.e., informal conversations with school personnel, state guidelines, school artifacts) and analyzed using constant-comparative methods. Findings revealed that the assessment program did have positive effects on instructional practice, administrative support, and participant affect. (Contains 36 references and five tables of data. A time line of data collection procedures is attached.) (Author/RS)

"Living in Sami's and Ahmed's Worlds: Picture Books Explore Children's Lives in Other Countries" (Judith Heide Gilliland); (9) "Fourth Graders Read, Write, and Talk about Freedom" (Susan Lehr); (10) "The Shaping of 'The Clay Marble'" (Minfong Ho); (11) "Pol Pot's Reign of Terror: Why Write about It for Children?" (Allan Baillie); (12) "Cultural Politics and Writing for Young People" (Joel Taxel); (13) "Creating Ethical Heroes Who Know How To Win: Or Muddling Through" (Grace Chetwin); (14) "Wise Women and Warriors" (Susan Lehr); (15) "Describing the Fantasy of My Own Life" (Brian Jacques); (16) "'Once They All Believed in Dragons'" (Susan Hepler); (17) "Let Us Read! Two Teachers Look Back at Fifty Years of Teaching" (John Milne and Sharon Scavone); (18) "But Will They Buy Them? A Bookseller's Point of View" (Sally Oddi); and (19) "Making Literature Meaningful: A Classroom/Library Partnership" (Judith A. Morley and Sandra E. Russell). An afterword ("'May I Read This Book?' Controversies, Dilemmas, and Delights in Children's Literature" by Violet J. Harris) concludes the book. (RS)

ED 379 658   CS 214 728

A Manual of Style.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Desktop Publishing; Editing; *Expository Writing; Guidelines; *Language Usage; *Letters (Correspondence); Proofreading; Staff Meetings; Technical Writing; *Writing Skills
IDENTIFIERS- Style Manuals; Stylistics

This "Manual of Style" is offered as a guide to assist Nebraska State employees in producing quality written communications and in presenting a consistently professional image of government documents. The manual is not designed to be all-inclusive. Sections of the manual discuss formatting documents, memorandums, letters, mailing procedures, reports, news releases, writing for special purposes, state board of education meetings, standards of style, department procedures, records management, and desktop publishing. Lists of acronyms, proofreader's marks, and two-letter state abbreviations are attached. (RS) developmental studies through the second quarter of composition to a few 200-level literary essays and interdisciplinary papers. The accessibility of the essays facilitates peer interaction with the more able students helping the less able. For the traditional classroom, "The Polishing Cloth" provides examples of narration, exposition, argumentation, literary analysis, models for topic and sentence outlines, and correct examples of MLA documentation for research papers. "The Polishing Cloth" is also an excellent reference text, which students can look to when in need of guidance about how a student paper should read. The permission to publish form and "The Polishing Cloth" rating sheet form for the 1995 edition are included. (TB)

ED 379 677 CS 214 750

LaMedica, Marcia
How To Encourage the Writing Process in Primary Grades.
PUB DATE- Mar 95
NOTE- 38p.; Research Project, State University of New York at New Paltz.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Class Activities; Classroom Environment; Editing; Invented Spelling; Primary Education; *Teacher Role; Writing Attitudes; Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Process Approach (Writing)

Noting that educators need to capture the interest of primary students early on to make lifelong writers out of them, this paper discusses ways to encourage the writing process in the primary grades. The paper discusses the philosophy of the writing process, what experts say about writing, setting up the environment, writing with lower primary grades, writing with upper primary grades, topic choice, invented spellings, conferences, editing and revising, new directions, publishing, writing across the curriculum, and problems. The paper concludes that the success of encouraging the writing process in the primary grades depends largely on the teacher. Encouraging the writing process in the primary grades may be difficult but it is important. Contains 22 references. (RS)

Courses at both the undergraduate and graduate level in African American public discourse would provide students with an opportunity to become acquainted with the public discourse that grows out of the traditions of the African-American community and is guided by principles generated in African black speech communities. A pivotal notion undergirding these courses would be that all public discourse is culture specific. Some of the reasons such a course should be taught are as follows: (1) no study of communication is complete unless it considers communication that is not of European descent; (2) an African-American perspective seldom exists in communication departments; (3) the course would equip students with additional skills of critical thinking in communication because it would force them to recognize that communication occurs in particular cultural contexts, between particular speakers and listeners. Such courses would facilitate the understanding that African-American discourse can be described not only in terms of style but also in terms of motive, content and sources of knowledge. (Contains two appendixes of course materials, including reading lists, syllabi and course guidelines.) (TB)

member "is not something one can simply be, but is something one becomes and/or is." The problem of identity is not merely a problem for scholarly investigation; it is also a problem that Indian people face in both inter-cultural, inter-tribal and intra-tribal settings. (Osage Tribal Competency Exam is appended.) (TB)

ED 379 715 CS 508 834

Gorcyca, Diane Atkinson
Assessment of Nonprofit Public Relations Efforts.
PUB DATE- Nov 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Ethics; *Evaluation Methods; *Fund Raising; Higher Education; Media Research; *Nonprofit Organizations; Organizational Communication; *Public Relations
IDENTIFIERS- *Media Campaigns; Organizational Culture

Noting that "one-third of all graduates of university public relations programs go to work for non-profit organizations" (Kelly, 1993), this paper focuses on the issues of accountability and assessment faced by nonprofit organizations with corresponding methods of evaluation. First, the paper demonstrates the extent of nonprofit organizations in American society and the impact of nonprofit organizations on public relations. The paper then explores the various publics who hold a nonprofit organization accountable. As these publics unfold, the paper discusses the specificity of goals or objectives, both long- and short-term. The paper also discusses ethical considerations of various fundraising techniques as related to the issue of accountability, and as they relate to the public relations practitioner. Contains 5 notes and 19 references. (RS)

is being wasted on administration. (2) There are too many school administrators. (3) The number of school administrators has been growing rapidly. (4) Administrators are paid too much. (5) Administration is an unnecessary burden on the educational system. Data were derived from a public opinion survey conducted by the Field Institute, California Department of Education data, and an Educational Research Service (ERS) study. Findings indicate that California school districts devote only a small portion of their budgets to school administration; less than 5 percent of the school work force--nationwide and in California--is administrative; the number of school administrators to teachers has decreased steadily; public school administrators earn substantially less than their counterparts in private industry; and school administrators provide essential support services and programs for students and classroom instruction. In conclusion, school districts operate with very lean management structures in which only a small percentage of the school budget is directed to overhead and administration. Eleven figures and 3 tables are included. (LMI)

ED 379 735   EA 026 451

The Search for Quality in Illinois Schools. Proceedings of the Building Better Schools Symposium (Bloomington, Illinois, October 12-13, 1993).
PUB DATE- Oct 93
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accreditation (Institutions); College School Cooperation; Educational Assessment; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; *School Restructuring; *State Action
IDENTIFIERS- *Illinois

This document presents the proceedings of a symposium which featured 11 Illinois schools that were selected as successful in their school-improvement efforts and focused on the role of colleges of education in facilitating school reform. The schools included two accelerated schools, one magnet school, and several examples of school-based management. The schools had implemented a variety of activities--addressing community/school problems, expanding curriculum, and improving student performance. An introductory paper describes lessons to be learned from local schools: (1) clarify the terms used in school-improvement efforts; (2) pay attention to the organizational dynamics of school improvement; (3) develop meaningful timetables for evolutionary change; and (4) cultivate and celebrate collaborative opportunities to build better schools. Detailed program descriptions of the 11 schools are provided, as well as the discussants' commentaries. (LMI)

Authority for the proposition that teachers serve as role models for students is examined in part 1. Part 2 discusses the emergence of the "nexus issue," where school boards that terminate a teacher's contract for immoral conduct must show a connection between the teacher's conduct and a likely negative effect on the school ("substantial nexus"). Cases that illustrate the range of issues involved and the reasoning of various courts are discussed in parts 3 and 4. The cases involved sexual misconduct, moral turpitude, theft of school district funds/property, abuse of sick leave, and theft/burglary. Overall, the past 25 years have seen a general trend of judicial leniency toward the teaching profession. While the courts are extremely aware of the "special role" that teachers play in society, they nonetheless exhibit a growing tendency to balance societal interests with the private rights of a teacher. Virtually no behavior except criminal offenses and student/teacher sexual relationships constitute immorality per se. Since the "Morrison" decision, the courts evaluate each situation on a case-by-case basis. However, the current wave of privacy cases will probably not end controversy over the issue of teachers as role models. Two flow charts illustrate the legal analysis that most courts follow when examining these issues. (LMI)

7 offer profiles of the major racial and ethnic groups in the United States and data on legal immigrants, such as countries of origin, poverty, and dropout rates. Data on Limited English Proficient (LEP) children--their languages of origin and level of educational attainment--are presented in the eighth chapter. Chapter 9 provides information on family structure and birth factors, such as the number of parents in the home, parents' marital status, fertility rates for various demographic groups, and teenage pregnancy rates. Preschool-age population trends and composition are described in the final chapter. A total of 29 tables and 93 figures are included. The appendix contains statistical notes. Contains 62 references. (LMI)

ED 379 774 EA 026 519

Bartlett, Larry; Luck, Gayle
The Impact of Education Law on the Role of the Japanese Principal: Now and in the Future. (Summary of Preliminary Findings.)
PUB DATE- Nov 94
NOTE- 19p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (San Diego, CA, November 17-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Compliance (Legal); *Court Litigation; Cultural Differences; Discipline Policy; Elementary Secondary Education; Foreign Countries; *Legal Problems; *Legal Responsibility; *Principals; *School Law; Student Rights
IDENTIFIERS- *Japan

The Japanese school administrator's job currently is little affected by demands from the legal system. However, 10 years from now the Japanese principal will likely be much more concerned with legal requirements. This paper describes education law within the culture of Japan and the status of various types of legislation. Data were derived from: (1) visits to a total of 17 Japanese schools (8 secondary, 4 elementary, 3 special education, 1 private, and 1 private preschool); (2) interviews with 17 principals, 15 vice-principals, 3 state education officials, and various head teachers and teachers; and (3) conversations with members of the Osaka Lawyers' Association. A conclusion is that political, social, and economic changes will bring about an increase in litigation involving schools. Parents are less willing to defer to educators, less trusting of the value of relentless academic pursuit, and less respectful of the teaching profession. Other changes include less dedicated teachers, media attention on excessive punishment in schools, and some lawyers' increased willingness to take on student rights cases. (LMI) policy for expulsion of any student determined to have brought a weapon to school. The following issues were addressed during the consideration of Goals 2000: (1) the appropriate strategy for the reform of elementary and secondary education; (2) standards for providing students with learning opportunities; (3) unfunded federal mandates and federal control over education; and (4) conditions for success, which include maintaining broad support, providing sustained professional development, meeting technical challenges, and recognizing the importance of time in implementation. One table is included. (LMI)

ED 379 792 EA 026 543

Stedman, James B.
Improving America's Schools Act: An Overview of P.L. 103-382. CRS Report for Congress.
PUB DATE- 28 Oct 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Legislation; *Federal Programs; Federal Regulation; Federal State Relationship; State Federal Aid
IDENTIFIERS- *Goals 2000

The Improving America's Schools Act of 1994 (IASA) was signed into law on October 20, 1994, as P.L. 103-382. The legislation reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) through fiscal year 1999. The ESEA authorizes most federal elementary and secondary education programs, including the Title I program to provide compensatory education to educationally disadvantaged students. It also amends other legislation and establishes new programs outside of the ESEA. The amendments made to the ESEA reflect the following themes: (1) the creation of linkages between major ESEA programs and systemic education reform; (2) increased administrative flexibility for states, localities, and schools; (3) a new focus on several areas of emerging educational and social interest; and (4) somewhat greater targeting on students and schools with high needs. Among the major programs amended or established are the Title I program, the Dwight D. Eisenhower Professional Development program, the Technology for Education of All Students, the Safe and Drug-Free Schools and Communities Act, the Bilingual Education Act, the Public Charter Schools program, the Fund for the Improvement of Education, the Innovative Education Program Strategies, and Impact Aid. Appendices summarize funding levels for ESEA and IASA programs and compare provisions in prior law with the ESEA (as amended by the IASA). Four tables are included. (LMI)

of minority students in special education. Part 1 is a synthesis of major themes and recommendations resulting from the first forum. Part 2 is a prioritization of 35 recommendations arising from that forum. The following were the top-ranked recommendations: (1) prereferral strategies should be an integral part of the educational process and should precede a formal assessment; and (2) training should be provided to address learning needs and strengths of an increasing heterogeneous student population, including training in home-school collaboration. Part 3 is a summary of the second meeting which developed action plans for the high priority recommendations. Part 4 is a summary which notes continuing involvement of the Office of Special Education Programs. Appendices include listings of participants in the prioritization process and the forum, instruments used to prioritize recommendations, agenda of the 1994 forum, and a list of tips for effective prereferral. (Contains approximately 200 references.) (DB)

This study examined the views of preschool teachers regarding integrated preschool settings for young children with and without special needs in Massachusetts. Teachers represented urban, rural, and suburban settings. Semi-structured interviews were conducted with 10 teachers in such settings. Findings suggest that the conditions under which the teachers implemented integration varied considerably from community to community but that teachers shared a common language to describe integration and common assumptions about exemplary early childhood programs, and were all committed to integration at the early childhood level. Common concerns were identified in the areas of classroom-based issues, time constraints, and administrative issues. Overall, teachers reported that they experienced more difficulty with time and administrative variables than with pedagogical factors in fulfilling their responsibilities. Attached tables provide interview questions and an analysis of responses. (Contains 22 references.) (DB)

for this population; (2) research on programming effectiveness; (3) large-scale survey research on demographic issues and programming opportunities; (4) evaluation studies of specific program options; (5) more longitudinal research and individual case studies; and (6) standards for reporting evaluation studies. (Contains approximately 125 references.) (DB)

ED 379 851 EC 303 724

Jarwan, Fathi A.; And Others
Residential Schools of Mathematics and Science for Academically Talented Youth: An Analysis of Admission Programs. Collaborative Research Study, CRS93304.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability Identification; Academic Achievement; *Academically Gifted; Administrator Attitudes; Admission (School); *Admission Criteria; Eligibility; *Grade Point Average; High Schools; Mathematics Education; Minority Groups; *Predictor Variables; *Residential Schools; Science Education; Selective Admission; *Special Schools; State Schools

This study used a combination of qualitative and quantitative research designs to analyze and evaluate procedures used in selecting youth for state-supported residential high schools for mathematics and science. Pre-admission and post-admission data were gathered for 742 students in 7 schools. Predictor variables included home school grade point average, standardized aptitude test scores, interview ratings, file ratings, and composite scores. Results indicated that students' home school adjusted grade point average was the best predictor of first and second year grade point averages. The Scholastic Aptitude Test was the second best predictor. Overall, statistical prediction was superior to professional prediction by interview or rating of complete files. Analysis of enrollment data found that African Americans and Hispanic students are proportionally underrepresented, while Asian students are proportionally overrepresented. Administrators saw the use of multiple criteria as a major strength of their identification systems, and viewed the lack of minority representation as a major weakness as was the relatively high rate of attrition. Appendices list the schools and the administrator interview questions. (Contains approximately 65 references.) (DB)

Disabilities.
PUB DATE- Nov 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Check Lists; *Disabilities; *Education Work Relationship; Employment Potential; Independent Living; Long Range Planning; Postsecondary Education; Secondary Education; *Secondary School Students; Student Development; *Transitional Programs
IDENTIFIERS- *North Dakota

This checklist for use with students who have disabilities outlines essential steps in the transition from secondary education to employment, postsecondary education, and independent living environments. The checklist is presented in a sequential approach covering grades 8 through 12, or ages 13-14 through 17-21. Grade 8 activities focus on starting a career portfolio, creating student and family awareness of the importance of long-range future planning, and developing a transition plan as an integral part of the Individualized Education Program. Grade 9 activities call for updating some Grade 8 items and also encouraging work experiences. Grade 10 activities begin to focus on postsecondary education, as they include looking at postsecondary catalogs and taking courses required for admission to postsecondary programs. In grade 11, students are encouraged to prepare to take college admissions tests, attend Career and College Fairs, and complete applications for needed adult services. In grade 12, students review vocational and residential options, prepare a resume, apply to postsecondary institutions, develop a long-term financial support plan, and other activities. (JDD)

ED 379 871 EC 303 744

North Dakota: Opening Doors to Post-Secondary Education for
Students with Disabilities.
PUB DATE- Mar 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Check Lists; College Bound Students; *College Preparation; *Disabilities; *Educational Opportunities; Higher Education; High Schools; Self Evaluation (Individuals); Student Personnel Services; Student Responsibility; *Transitional Programs
IDENTIFIERS- *North Dakota

This guide offers information to North Dakota students with disabilities who are entering postsecondary education from high school. It presents a timeline of steps that need to be taken each year of high school to prepare for postsecondary education and lists items to be included in a personal transition file. A self-awareness checklist assesses students' strengths and weaknesses in academic and social areas. Accommodations that are commonly used to compensate for the effects of a disability in learning environments are outlined. Student responsibilities in postsecondary schools are discussed, such as contacting instructors to arrange for accommodations. A list of helpful skills for college-bound students and necessary steps in preparing for college is provided. Admission requirements of North Dakota institutions of higher education as well as financial aid possibilities are noted. Types of postsecondary education programs are described, including technical colleges, community colleges, colleges and universities, and other options. A directory of North Dakota postsecondary programs concludes the guide. (JDD)

ED 379 872 EC 303 745

Scotti, Joseph R.; And Others
Interventions with Challenging Behavior of Persons with
Developmental Disabilities: An Updated Bibliography (1988-1992).
PUB DATE- 94
NOTE- 17p.; Portions of this paper were previously presented at the Annual Convention of the Association for Behavior Analysis (20th, Atlanta, GA, May 1994). A grant was provided by the West Virginia Developmental Disabilities Planning Council. Updates ED 329 090.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavioral Science Research; Behavior Change; Behavior Modification; *Behavior Problems; *Developmental Disabilities; Elementary Secondary Education; *Intervention

This bibliography, which was compiled in conjunction with a review of the developmental disabilities literature focusing on interventions with challenging behavior, contains references for 151 articles from 15 journals. The bibliography, covering articles published between 1988 and 1992, updates an earlier version which covered 1976 through 1987. The articles are arranged by journal, and alphabetically by author within each journal. Each article contains an intervention designed to

ED 379 891 EC 303 765

The Integration of Disabled Children into Mainstream Education: Ambitions, Theories, and Practices. OECD Documents.
PUB DATE- 94
NOTE- 60p.; The final English text was prepared and updated by Mary Malecka based on the original French report by Aime Labregere.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; *Comparative Education; Definitions; Delivery Systems; *Disabilities; Disability Identification; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; *Mainstreaming; Social Integration; Special Education; Student Placement; Surveys; Teacher Education; Trend Analysis
IDENTIFIERS- Attitudes toward Disabled; Australia; France; Ireland; Italy; Japan; New Zealand; *Organisation for Economic Cooperation Development; Portugal; Spain; United States

This monograph examines philosophies, policies, and practices of member nations of the Organisation for Economic Cooperation and Development concerning the educational integration of children with disabilities. Information is based on a 1988 questionnaire sent to experts to collect data on relevant legislation and statutory instruments as well as statistical information on school services. Supplementary information included analysis of data collected on field trips, more recent surveys, reports and explanatory brochures, and books and articles on integration. Information focuses on the following countries: Australia, France, Ireland, Italy, Japan, New Zealand, Portugal, Spain, and the United States. The narrative provides a comparative analysis on the following topics: (1) ways of defining people with disabilities, (2) changes in attitudes toward people with disabilities, (3) placement decisions, (4) differences in the application of integration, (5) training teachers and support staff, (6) the disabled who are integrated, (7) integration in different phases or levels of education, and (8) the future of integration. Annexes include U.S. legal definitions for various disabilities; tables which present numerical comparative data; and a listing of legislation, regulations, and official reports by country. (Contains 40 references.) (DB)

ED 379 892 EC 303 766

Special Children, Special Care: Early Childhood Education for Children with Disabilities.
PUB DATE- 94
NOTE- 48p.; This book is an updated and revised edition of "Early Childhood Education for the Handicapped: Recommended Procedures and Practices Manual" (1979). Illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Early Childhood Education; Early Intervention; Educational History; Educational Legislation; *Educational Practices; *Educational Principles; Federal Legislation; Individualized Education Programs; Parent School Relationship; Program Development; *Special Education;

ED 379 910 FL 022 470

Giacchino-Baker, Rosalie
Recent Mexican Immigrant Students' Opinions of Their Use and Acquisition of English as a Second Language in an "English Only" American High School: A Qualitative Study.
PUB DATE- 92
NOTE- 334p.; Doctoral Dissertation, The Claremont Graduate School.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *English (Second Language); High Schools; *High School Students; Immigrants; Interviews; *Language Attitudes; *Language Usage; Mexican Americans; Qualitative Research; Questionnaires; Second Language Instruction; *Second Language Learning; Student School Relationship; Teacher Student Relationship

This study sought to determine under what conditions 14 recent Mexican immigrant high school students thought they used and acquired English as a Second Language (ESL) in an "English Only" high school in California. Each of the 14 students was interviewed at least twice and "shadowed" for 2 days in school. Follow-up interviews and observations provided verification, correction, and clarification of self-reports. Interviewees' insights were compared to those obtained from teachers, counselors, and administrators. In a school with 49% Hispanic and 24% limited English proficient (LEP) populations, students explained that their major linguistic problems were based on a lack of opportunities to understand and use English for social and academic purposes both in and out of the classroom. Student suggestions for the improvement of English language learning are presented and discussed. Six appendixes contain an introductory letter to teachers, a student questionnaire, a language log form, a parent and student participation agreement, a follow-up note to teachers, and a sample page of a coded interview. (Contains 142 references.) (MDM)

ED 379 911 FL 022 648

Kitao, Kenji
Getting Students To Read Actively.
PUB DATE- Oct 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Students; Comparative Analysis; Computer Assisted Instruction; *English (Second Language); Evaluation Methods; Foreign Countries; Higher Education; Instructional Materials; Japanese; Language Proficiency; Readability; Reading Rate; *Reading Skills; *Reading Strategies; *Teaching Methods; *Textbook Content; *Textbook Evaluation; Word Recognition
IDENTIFIERS- *Japan

This article discusses Japanese students' difficulties in reading English, overviews some of the problems of college English textbooks, presents the results of research on the subject, and discusses characteristics of measures of readability. Teaching methods that have proven effective with Japanese students and activities for engaging students in active reading are also discussed. Problems Japanese students experience with reading

ED 379 930 FL 022 787

McCobb, James L.

Serving Students Learning English as a Second Language: A Guide for Vermont Educators.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 94

NOTE- 200p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; Access to Education; Ancillary School Services; Cultural Pluralism; Educational Policy; Educational Quality; Elementary Secondary Education; *English (Second Language); *Identification; *Limited English Speaking; Multicultural Education; Professional Associations; Program Development; Program Effectiveness; *Public Policy; Pupil Personnel Services; Screening Tests; Second Language Instruction; Second Language Learning; *State Standards; Student Evaluation; *Student Placement; Teacher Education; Vocational Education

IDENTIFIERS- Vermont

This guide provides Vermont school districts with resources for offering equal education to limited-English-proficient students. It is organized according to a series of legal obligations to this population. The first four sections outline education-related rights and obligations, provide background information on second language acquisition and cultural diversity, discuss program planning and development for this population, and outline recommended steps for the school district to follow in serving students of English as a Second Language (ESL). Support and administrative materials are appended to each of these sections. The five subsequent sections detail those steps: (1) identification of non-English-language-background (NELB) students, both enrollees and previously-enrolled students; (2) screening of NELB students; (3) Initial assessment of NELB students for placement; (4) placement and provision of appropriate services; and (5) monitoring and guiding student progress and program effectiveness. Resource materials or sources are provided for each step. (MSE)

ED 379 931 FL 022 788

Lam, Clara

American Group Discussion Patterns as Viewed by ESL Students: The Turn-Taking Behavior of Eight Chinese Students Studying in America.

PUB DATE- Dec 94

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Acculturation; Chinese; Cognitive Style; Cultural Differences; *Cultural Influences; Cultural Interrelationships; Discussion (Teaching Technique); English (Second Language); Foreign Students; *Group Discussion; Higher Education; *Interpersonal Competence; Pidgins; Second Language Instruction; *Second Language Learning; *Student Participation; *Transfer of Training

ED 379 950 FL 022 836

Ranard, Donald A., Ed.; Pfleger, Margo, Ed.
From the Classroom to the Community: A Fifteen-Year Experiment in Refugee Education. Language in Education: Theory and Practice 86.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Acculturation; Adults; Children; Daily Living Skills; *English (Second Language); Family School Relationship; Foreign Countries; Hmong People; Land Settlement; *Literacy Education; *Native Language Instruction; *Parent Participation; *Program Descriptions; Public Policy; *Refugees; Second Language Instruction; Social Services; Young Adults
IDENTIFIERS- *Asia (Southeast); Thailand; United States; Vietnamese Amerasians

This book describes the unique educational program established in 1980 for United States-bound refugees in Southeast Asia. It analyzes the forces that led to the launching of the program and discusses some of its most innovative practices. Written by the program planners and educators, the book focuses on the following: providing instruction in native language literacy; enhancing parents' involvement in their children's education; and integrating educational and social services for young adults. Valuable insights and practical examples in the fields of language and cross-cultural education are provided, as well as information regarding America's initial response to the refugee crisis and U.S. refugee policy. The following chapters are included: "Balancing the Ideal and the Pragmatic: Reflections on the Overseas Refugee Program" (Ann Morgan); "Responding to the Crisis: Creation of the Overseas Refugee Program" (Roger E. Harmon); "Redefining Survival: Practices, Trends, and Issues in the Overseas Refugee Program" (Donald A. Ranard and Margo Pfleger); "Beyond the Classroom: Meeting the Needs of Young Adult Amerasians" (John Michael Phillips); "The World of the Past, the World of tomorrow: First Language Literacy at the Phanat Nikhom Refugee Camp" (Fred Ligon); and "Enhancing the Flavor: Winning Partnerships Between Home and School" (Lauren Hoyt). (JL)

ED 379 951 FL 022 837

Vaznaugh, Adriana
Dropout Intervention and Language Minority Youth. ERIC Digest.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Dropout Prevention; *English (Second Language); Extracurricular Activities; High Risk Students; High Schools; High School Students; *Hispanic Americans; *Limited English Speaking; Mentors; Middle Schools; *Program Descriptions;

ED 379 969 FL 800 906

Wrigley, Heide Spruck; Ewen, Danielle T.
A National Language Policy for ESL. Issues in ESL Literacy Education 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Activism; *Adult Education; Change Strategies; Educational Needs; *Educational Policy; *English (Second Language); Federal Legislation; Federal Programs; *Language Planning; *Literacy Education; Policy Formation; *Public Policy; Social Change
IDENTIFIERS- *Adult Education Act

Discussion of national language policy concerning adult English-as-a-Second-Language (ESL) education examines conditions in American demographics and adult education, looks at kinds of policy required to meet predicted educational needs, and encourages ESL educators to become involved in the policy formation process. The first section discusses need for national adult ESL education policy, surveying trends in ESL instruction across federal and private sectors. It concludes with a call to action, suggesting three interdependent strategies for creating ESL-related policy. The second section elaborates on these strategies, examining key issues that must be addressed if the profession is to present a coherent, comprehensive ESL policy agenda to Congress. Characteristics of the adult ESL population and its educational needs are outlined, policy changes are suggested in areas of funding, recognition, and program quality improvement, and general policy recommendations are made. A concluding section describes actions that ESL professionals can take at the classroom, program, district, and state levels. Appended materials include notes on procedures for legislative review of the Adult Education Act, a timeline for involvement of ESL educators, glossary of acronyms, description of one adult ESL professional's experiences with policy formation, and list of related electronic message services. Contains 23 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 970 FL 800 907

Literacy, Work, and Education Reform. Summary of a Symposium Marking the Anniversary of the Center for Applied Linguistics (35th, November 10, 1994). Issues in ESL Literacy Education 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Change Strategies; Educational Change; *Educational Policy; *English (Second Language); Foreign Countries; Language Teachers; *Literacy Education; Outcomes of Education; Professional

ED 379 991 HE 028 092

Stipends for Student Athletes. Hearing before the Subcommittee on Commerce, Consumer Protection, and Competitiveness of the Committee on Energy and Commerce. House of Representatives, One Hundred Third Congress, Second Session (July 28, 1994).
PUB DATE- 95
NOTE- 94p.; Serial No. 103-147.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Athletes; *College Athletics; *Ethics; *Financial Support; Hearings; Higher Education; *Intercollegiate Cooperation; *Legal Responsibility; Program Improvement; School Responsibility
IDENTIFIERS- Congress 103rd; National Collegiate Athletic Association; Sports Law; *Student Athletes

This hearing transcript presents testimony on National Collegiate Athletic Association (NCAA) rules related to payments to student athletes. Testimony was heard from individuals and groups concerned with the influence of money on college athletics, unethical and illegal payments to college athletes, the exploitation of college athletes by colleges and universities, and the issue of whether institutions should pay stipends to college athletes. Testimony was heard from: (1) Representative Cardiss Collins; (2) the president of Florida State University (FSU); (3) a former student athlete at Auburn University (Alabama); (4) the co-founder of Student Athlete Incentive Gifts; (5) the president of the Organization for Understanding and Reform; (6) two Florida attorneys; (7) the president of the Sports Lawyers Association; (8) the NCAA; and (9) two FSU football coaches. (MDM)

ED 379 992 HE 028 097

Department of Education: Accompanying Report of the National Performance Review.
PUB DATE- Sep 93
NOTE- 76p.; One of 38 reports detailing recommendations of the September 1993 National Performance Review report: "From Red Tape to Results: Creating a Government that Works Better and Costs Less."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Colleges; Educational Research; Efficiency; Elementary Secondary Education; Eligibility; Federal Aid; Federal Government; Federal Legislation; *Federal Programs; Federal Regulation; Higher Education; Information Dissemination; Institutional Administration; *Institutional Evaluation; *Organizational Change; *Organizational Effectiveness; Program Termination; Public Agencies; Research Administration; Staff Development; Student Financial Aid
IDENTIFIERS- Debt Collection; *Department of Education; Dwight D Eisenhower Math and Science Educ Program; Elementary Secondary Education Improvement Act; General Education Provisions Act 1968; Guaranteed Student Loan Program; *National Performance Review; National Security Education Act 1991; Pell Grant Program

This report details 12 recommendations and actions, agency reinvention activities, and fiscal impact analyses for the Department of Education resulting from the National Performance Review. Overall, the recommendations and analyses show that the

ED 380 011 HE 028 126

Masoner, David J.; Miller, Michael T.
Postsecondary Education in Central Alabama: Structural and Policy Implications for the Present and Future. 1995 Monograph Series, Volume 1.
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Community Colleges; *Educational Needs; *Educational Opportunities; Educational Policy; Higher Education; *Needs Assessment; Public Opinion; Teacher Attitudes; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Alabama (Central)

This study sought to ascertain the scope and nature of postsecondary offerings within the 19 countries of central Alabama, i.e., District Five, in the "Black Belt" region. In addition to profiling the offerings of community, technical, and junior colleges in the area, attitudes relative to the effectiveness and relevance of current opportunities were sought. A battery of strategies for improving educational offerings was also sought. Central Alabama is characterized by inadequate rural agrarian economies; high and increasing unemployment rates; low per capita income; and high illiteracy, infant mortality, teenage pregnancy, and school dropout rates. Four populations were surveyed: 82 community leaders, 421 public school personnel, 74 community college faculty, and 1,211 members of the general public. Data revealed high agreement among perceptions of various populations relative to the insufficiency of educational offerings in the area and the need for an increased presence in central Alabama by colleges and universities. There was a wide disparity of beliefs concerning the appropriateness of the educational services offered in the 19 counties and concerning the level of support for postsecondary education among various populations. The study concludes that the most appropriate entity to respond to these needs is the two-year community college. Five recommendations for change are offered. Appendices contain unemployment statistics, infant mortality rates, and teenage pregnancy rates. (Contains 15 references.) (JDD)

ED 380 012 HE 028 127

Medical Education and the Supply of Health Professionals. Hearing before the Committee on Finance. United States Senate, One Hundred Third Congress, Second Session.
PUB DATE- 8 Mar 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Family Practice (Medicine); Federal Legislation; Hearings; Higher Education; *Labor Supply; *Medical Education; Medical Schools; Medical Services; Nursing Education; *Physicians; Policy Formation; *Primary Health Care; *Public Policy; Supply and Demand
IDENTIFIERS- Clinton Administration; Congress 103rd; *Health Care Reform; Health Delivery Systems; Health Personnel Shortage; *Health Policy; University of North Dakota

The Senate Committee on Finance met to hear testimony on and discuss the preparation of medical doctors and how the Clinton

ED 380 030 HE 028 146

Morrison, James L.
Critical Trends and Events Affecting the Future of Texas Higher Education. Proceedings of the Texas Association for Institutional Research (TAIR) Preconference Workshop on Environmental Scanning (1995).
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Planning; Data Analysis; Data Collection; *Environmental Scanning; *Futures (of Society); Higher Education; *Institutional Research; Learning Activities; Prediction; *Strategic Planning; *Trend Analysis; Workshops
IDENTIFIERS- *Texas

This proceedings report describes exercises used in a workshop on environmental scanning, designed to assist institutional research officers to develop competency in establishing and maintaining an external analysis capability on their campuses. The workshop offered an opportunity for participants to experience several techniques used in anticipatory strategic management, and was designed to enable participants to replicate the workshop on their campuses. Group exercises are outlined, including: (1) identification of critical trends; (2) identification of potential events that would affect the future of Texas higher education, the impact of the events, and actions for college and university leaders to take in anticipation of the events; (3) probability/impact analysis, which examines reasoning behind estimates of event probabilities; and (4) impact network analysis, which assesses first, second, and third order impacts of an event. Examples of the outcomes of these exercises are provided. Information resources that can inform campus planning are also discussed, including "Horizon List," an Internet resource where individuals can respond to draft articles on emerging trends and potential events; "Horizon Home Page," a futures planning database of abstracts; and "On the Horizon," a newsletter. (JDD)

ED 380 031 HE 028 147

Arasteh, Hamid
Evaluation of Iranian Students in the United States and Their Returnability to the Islamic Republic of Iran.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; Foreign Countries; *Foreign Students; Higher Education; *Immigration; *Incidence; *Influences; *Migration Patterns; Place of Residence; Relocation; Residential Patterns
IDENTIFIERS- *Iran

This study focused on Iranian students in the United States and factors influencing their decision to stay in the United States or return to the Islamic Republic of Iran after completion of their studies. Data were gathered via a mail survey of 130 Iranian students. Results indicated that almost 70 percent of respondents expressed intentions to return to Iran. Factors with high correlation with students' decision to remain in the United States included personal freedom and opportunity to

ED 380 050 HE 028 204

Goodman, Louis W.; And Others
Professional Schools of International Affairs on the Eve of the 21st Century.
PUB DATE- Dec 94
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; *Curriculum Development; Educational Change; *Educational Innovation; Global Approach; Graduate Study; Higher Education; *International Relations; *International Studies; National Surveys; *Professional Education; *World Affairs
IDENTIFIERS- Association of Professional Sch Intl Affairs DC

This report offers a descriptive and prescriptive discussion of changes under way at member schools of the Association of Professional Schools of International Affairs (APSIA). It analyzes data provided by a 1994 survey of all 15 member schools on the manner and extent to which they are adapting their programs to better prepare their students to face new global challenges. Survey data are analyzed in terms of curricula, students, and faculty. The report recommends steps to make international affairs professional programs more responsive to the demands of the 21st century. Recommendations are presented in the areas of admissions policy, curricula, teaching methods, faculty, student services, campus relations, special programs, and the role of the APSIA. Descriptions of one sample curricular program at each APSIA member school are offered to demonstrate the breadth, depth, and capacity for innovation of the APSIA schools. Curricular topics include human rights, international business, international development, international economics, international environmental studies, international political economy, international public health, international security studies, midcareer professional programs, and science/technology/international affairs. Appendixes contain a copy of the survey form, a workshop agenda, and a bibliography of 69 items. (JDD)

ED 380 051 HE 028 205

McElhinney, Jim
Description of a Task Completed by a Small Learning Group.
PUB DATE- Nov 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; College Instruction; *Cooperative Learning; Graduate Study; Group Discussion; Higher Education; *Interviews; *Learning Activities; *Personnel Evaluation; *Small Group Instruction

Graduate students studying personnel evaluation were each assigned to interview three professionals regarding their experiences with personnel evaluation. Five interview

ED 380 069 IR 016 990

Stewig, John Warren
Children's Observations about the Art in Picture Books.
PUB DATE- 95
NOTE- 10p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Childrens Literature; Classroom Environment; Descriptive Writing; *Discussion (Teaching Technique); Elementary Education; *Illustrations; Photographs; *Picture Books; *Skill Development; Text Structure; Visual Arts; *Visual Literacy
IDENTIFIERS- Picture Interpretation; Picture Text Relationship

This report establishes a foundation of information about how children in classroom settings develop visual literacy. Data was gathered during five 45-minute sessions with a second and a fourth grade classroom during which children looked at pictures in four versions of the Noah's Ark tale. The intent was to elicit whatever children chose to say about their observations of the books, then have them choose a favorite version and justify that choice. A description of the classroom discussions during the sessions is presented, and focuses on the order in which the children chose to look at and discuss the books; picture content; artists' use of color and lines; and page layout. Six tables present data: order of presentation; order of choice; comments about pictures for both grade 2 and grade 4; and comments about text for both grades. Some childrens' comments are provided to illustrate the range of their concerns. It was discovered, when verbal class discussions and written descriptions about their final picture choice were compared, that the written products were far less skilled than the discussion, implying that a more effective way to capture the thoughts of the children fully would have been to tape record their comments. Contains 13 references. (MAS)

ED 380 070 IR 016 991

Couch, Richard A.
Gender Equity & Visual Literacy: Schools Can Help Change Perceptions.
PUB DATE- 95
NOTE- 8p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Childrens Literature; Elementary Education; Females; *School Responsibility; School Role; Sex Bias; *Sex Fairness; *Sex Stereotypes; Textbook Bias; Textbook Selection; Visual Aids; *Visual Literacy
IDENTIFIERS- Equality (Social); *Gender Issues

Background information about gender inequity is provided, and the assertion is made that educators must recognize that many of the problems females encounter are begun and perpetuated in the

ED 380 088 IR 017 009

Schiferl, Ellen
Thinking Egyptian: Active Models for Understanding Spatial Representation.
PUB DATE- 95
NOTE- 16p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Art History; *Class Activities; Computer Software; Courseware; Educational Media; Elementary Secondary Education; Foreign Countries; Hypermedia; *Multimedia Instruction; Multimedia Materials; *Spatial Ability; *Teaching Methods; Visual Arts; Visual Learning
IDENTIFIERS- *Egyptian Art; *Interactive Courseware

This paper highlights how introductory textbooks on Egyptian art inhibit understanding by reinforcing student preconceptions, and demonstrates another approach to discussing space with a classroom exercise and software. The alternative approach, an active model for spatial representation, introduced here was developed by adapting classroom approaches to multimedia computer applications, and differs from textbook approaches in the following ways: (1) establishes connections between students' patterns of thought and those of Egyptian artists, rather than concentrating on comparisons which reinforce differences; (2) invites student participation in other methods of thinking; and (3) concludes with a comparison that reveals the limitations of a traditional approach. The classroom exercise involves an eye and hand exercise, and the interactive multimedia software, "Thinking Egyptian," which uses animation, interactive responses, and problem solving approaches to involve the user in the visual logic of Egyptian art. To help students stretch beyond the comfortable visual assumptions of a lifetime, instructors are encouraged to develop active methods for involving students in different approaches to visual thinking. The classroom exercise and software present methods for expanding visual thinking and helping students recognize the logic and limitations of both the familiar and the foreign. Twelve figures offer examples of Egyptian art and provide reproductions of screens of the "Thinking Egyptian" software. (Contains nine references.) (MAS)

ED 380 089 IR 017 010

Binns, Jane C.; Branch, Robert C.
Gender Stereotyped Computer Clip-Art Images as an Implicit Influence in Instructional Message Design.
PUB DATE- 95
NOTE- 11p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 380 107 IR 017 036

Evans, John E.
Economics of Information Resource Utilization: Applied Research in the Academic Community.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Costs; *Data Analysis; Higher Education; *Information Retrieval; Interlibrary Loans; Library Services; *Online Searching; Optical Data Disks; *Search Intermediaries; Trend Analysis; User Needs (Information); *Users (Information); User Satisfaction (Information); *Use Studies
IDENTIFIERS- Document Delivery; Memphis State University; University of Memphis TN

This analysis of library system and service activity provides a retrospective view of user choices in a multi-system environment. Using historical data to predict future demands, conclusions are drawn from the data that should guide future planning and development activities. Ex post facto analysis of 15 years' data was performed on the use of information retrieval and document delivery, and the characteristics of the users. Results showed that mediated searching peaked through the mid 1980s, then began a sharp decline, while the average cost per search rose steadily throughout the study period. Faculty and students accounted for 80% of the total mediated search activity. Use and cost of two fee-based search services, U-SEARCH and IRS (Information Retrieval Services), are compared. The advent of the compact disc (CD-ROM) work station, with no user costs and direct user searching, altered the use patterns of the mediated search services; while the use of CD-ROM searching skyrocketed, U-SEARCH and IRS steadily declined. Surprisingly, the increase in personal searching in the CD-ROM area has not reduced service demands. Instead, reference activity shows a marked increase. Document delivery also experienced an increase in use in the same period. Document delivery data also shows an increasing gap between borrowing and lending, and the steep increase in borrowing demand since 1990 parallels the increases experienced in other service areas of the library. In general, there appears a greater willingness on the part of the user to invest time and physical effort, with the possibility of error or omission, rather than spend money for a fast, sure, guaranteed product. Thirteen figures illustrate the data trends. (Contains 26 references.) (MAS)

ED 380 108 IR 017 038

La place de l'education aux medias audiovisuels dans les plans d'etudes. Recommandations des participants au Seminaire International (Chaumont, Neuchatel, les 28-30 avril 1993) (The Recommendations of the Participants in the International Seminar--Chaumont, Neuchatel, April 28-30, 1993).
SPONS. AGENCY- Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- Dec 94
NOTE- 17p.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Audiovisual Aids; *Behavioral Objectives; Curriculum Development; *Educational Planning; Elementary Secondary

ED 380 124 IR 055 427

Brumbaugh, Ken
K-12 Planning Guide for Videodisc Usage for Teachers and Administrators. 1995 Edition.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; *Computer Assisted Instruction; Computer Software Evaluation; *Curriculum Development; Educational Technology; Elementary Secondary Education; *Interactive Video; *Media Selection; Planning; *Videodisks; Video Equipment
IDENTIFIERS- Barcodes

This guide is intended for K-12 educators who are planning to implement videodisc technology into a school's educational curriculum. Teachers need expertise in two areas for the success of interactive video in schools. First, they need to be able to integrate videodisc materials into existing curricula. Second, they need skills for reviewing, evaluating, and selecting software and hardware. Chapter 1, "Background Information," addresses issues such as levels of interactivity; comparison of videodiscs; use of barcodes; and players controlled by computer. Topics that curriculum planners must address are the focus of chapter 2, "Issues in Planning and Selection," including instructional justification; teacher training; technical services support; sophistication of users; accountability; life-cycle costs; preview, evaluation, and selection; hardware; and videodisc instructional resources. Chapter 3, "Videodisc Applications," contains specific data to be used to determine curriculum fit by three different categories: system requirements, grade level, and subject area. Several pages of comments and speculation comprise chapter 4, "Future Implications." The guide ends with a conclusion, glossary, and an 18-page appendix providing a videodisc index by grade level. (MAS)

ED 380 125 IR 055 428

Noor Al-Deen, Hana S.
Education Moves into High Gear on the Information Highway.
PUB DATE- 19 Nov 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cost Estimates; Distance Education; Educational Development; Educational Technology; Elementary Secondary Education; Futures (of Society); Higher Education; *Information Networks; Interactive Video; Legislation; Outreach Programs; Problems; Program Implementation; Schools; *Teleconferencing; Universities
IDENTIFIERS- Fiber Optics; Information Infrastructure; *Information Superhighway; *North Carolina

The utilization of teleconferencing as part of the information highway, mainly among schools in North Carolina, is examined. The National Information Infrastructure, outlined by Vice

ED 380 142 IR 055 448

Schroeder, Carol F., Ed.; Roberson, Gloria G., Ed.
Guide to Publishing Opportunities for Librarians.
PUB DATE- 95
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Bulletins; Electronic Publishing; Journal Writing; Newsletters; *Periodicals; Printed Materials; *Publications; *Publishing Industry; Scholarly Journals; Writing for Publication
IDENTIFIERS- Abstracting and Indexing Services; *Library Journals; *Library Publications

The purpose of this guide is to familiarize the reader with a comprehensive listing of library-related publications, mostly periodicals, that will serve the needs of both the novice and experienced writer when seeking publication. The introduction contains information on instructions for authors; international publications; the peer-review process; mailing manuscripts; the rejected manuscript; electronic journals and newsletters; as well as lists of abbreviations of abstracting and indexing services and style manuals. The main body of the guide is an alphabetical listing of approximately 300 library-related periodicals, plus 9 electronic journals and newsletters, 15 periodicals for which detailed information was unavailable, and 59 state library associations. The following information is provided for each publication: title, professional affiliation, scope and content, source publication is indexed in, editor, manuscript address, editorial policy, the manuscript, review policy, whom copyright is held by, subscription address, and telecommunications. (MAS)

ED 380 143 IR 055 449

Rosenfeld, Louis; And Others
The Internet Compendium: Subject Guides to Social Sciences, Business, and Law Resources.
PUB DATE- 95
NOTE- 424p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Access to Information; *Business; *Computer Networks; Evaluation; Information Management; Information Networks; *Information Sources; Reference Materials; Research Tools; Resource Materials; *Social Science Research; Telecommunications
IDENTIFIERS- *Internet; *Legal Information; Navigation (Information Systems)

The process of Internet resource discovery and evaluation is extremely difficult due to low quality of information, constant changes, and primitive searching tools. The subject-oriented resource guides presented in this book make independent resource discovery and evaluation possible, and serve as reference sources to enable users to maximize use of the

ED 380 160 JC 950 146

City College of San Francisco Master Plan. Major Trends and Issues, Planning Assumptions, Goals and Objectives, 1994-1999.
PUB DATE- 15 Apr 94
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Enrollment; *Institutional Characteristics; *Long Range Planning; Master Plans; Mission Statements; *Organizational Objectives; School Demography; Strategic Planning; Tables (Data); Two Year Colleges; Urban Demography
IDENTIFIERS- City College of San Francisco CA

This master plan from the City College of San Francisco (CCSF), California, documents the first stage of the college's 5-year planning process. The report establishes 25 planning goals and 112 institutional objectives for 1994-1999, divided into the following 6 sections: educational needs and programs for the 21st Century; creating environments for student success; providing facilities and equipment for student success; enhancing the funding base; promoting college leadership; and implementing an effective budget and planning process. Also included in the plan are a history of CCSF, the college mission statement, and a statement of the values of the college community. Major trends and issues in the service area are discussed, followed by 24 data tables including these statistics: (1) age distribution of students and the San Francisco population; (2) ethnicity distribution of students and staff; (3) total San Francisco population; (4) credit and non-credit enrollment; (5) total fall enrollment; (6) California community college (CCC) participation rates; (7) age, gender, and ethnic distribution of CCSF students; (8) student objectives; (9) percentage distribution of household income levels; (10) primary language and household composition by percentage; (11) students with disabilities; and (12) CCC share of Proposition 98 and total enrollment. In addition, the plan provides an analysis of the implications of demographic data, labor market trends and implications, implications of labor trends for CCSF, and planning assumptions. (KP)

ED 380 161 JC 950 147

Daoud, Annette
City College of San Francisco Transfer Data. Institutional Development, Research and Planning Report.
PUB DATE- Sep 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; *Black Students; *College Transfer Students; Community Colleges; Comparative Analysis; Higher Education; *Hispanic Americans; Mathematical Models; Tables (Data); Two Year Colleges; White Students
IDENTIFIERS- *City College of San Francisco CA; *Transfer Rate (College)

Fall 1993 transfer data are provided for the City College of San Francisco (CCSF), highlighting the number of students transferring to the University of California (UC) and California State University (CSU). The first section of the

ED 380 178   JC 950 169

Tinto, Vincent; Love, Anne Goodsell
A Longitudinal Study of Learning Communities at LaGuardia Community College.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Community Colleges; Comparative Analysis; *Cooperative Learning; *Educational Experience; Grade Point Average; Group Activities; *Outcomes of Education; Program Effectiveness; *Student Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- *City University of New York La Guardia Comm Coll; *Learning Communities

The learning communities at New York's LaGuardia Community College consist of groups of students taking two or more classes together and providing each other with social and academic support, while professors integrate class content to broaden understanding. A study undertaken to compare the experience of students in the college's LC programs to students in traditional classes tracked the learning and persistence behaviors of beginning college students over the course of their first academic year. In addition, a qualitative case study was undertaken to determine if collaborative learning strategies represented an effective way to respond to academic needs. Study findings included the following: (1) compared to traditional students, LC students' perceptions of classes, other students, faculty, counselors, campus climate, and their own involvement were generally more positive; (2) LC students earned more credits and had higher grade point averages than traditional students; (3) although LC students had only a slightly higher persistence rate than the comparison students (77.7% versus 75.9%), they were significantly more likely to express an intention to continue in higher education (88.5% versus 77.9%); (4) in general, LC students indicated that group work and peer collaboration was easier and more fun than traditional methods, valued diversity in their communities, and saw broad themes and connections across classes; and (5) they did not, however, tend to reflect on why the positive LC experience was not achieved outside the community. The questionnaires and data tables are appended. (Contains 12 references.) (KP)

ED 380 179   JC 950 170

Jalomo, Romero Espinoza, Jr.
First-Year Student Experiences in Community College: Making Transitions, Forming Connections, and Developing Perceptions of Student Learning. Draft.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 87p.; Ph.D. Dissertation, Arizona State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Persistence; Biculturalism; *College

ED 380 197 PS 022 992

Child Care and Development Block Grant: A Summary of State Use of Quality and Availability Funds.
PUB DATE- Oct 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Grants; Child Caregivers; Child Development; Child Development Centers; *Day Care; Early Childhood Education; Elementary Education; *Federal Aid; Low Income Groups; Program Improvement; School Age Day Care; State Programs; Training Allowances
IDENTIFIERS- *Child Care and Development Block Grants; Grant Recipients; Monitoring; Program Characteristics

The Child Care and Development Block Grant (CCDBG) enacted in 1990 was intended to increase the availability, affordability, and quality of child care services for low-income families. This report provides an overview, state activities, and selected highlights of states' use of the 25 percent quality and availability funds sponsored in 1993. The purpose of the report is to help states learn from each other about options for improving child care quality and availability at the state and local levels. This information on states' use of CCDBG 25 percent funds was collected in 1993 during a series of regional meetings for child care administrators. The major state activities are described, including: (1) efforts to expand early childhood development programs; (2) before- and after-school projects; (3) child care resource and referral projects to improve the quality of child care; (4) grants and/or loans to providers to improve the quality of child care; (5) monitoring and enforcement activities to improve the quality of child care; (6) support training and technical assistance to improve the quality of child care; and (7) efforts to improve the compensation of child care providers. The report finds that, overall, the 25 percent CCDBG funds have been an effective tool for enabling states to support projects to improve the quality and expand the availability of child care services. (AP)

ED 380 198 PS 022 995

Dulaney, Chuck; Banks, Karen
Racial and Gender Gaps in Academic Achievement. Report Summary.
PUB DATE- Jul 94
NOTE- 24p.; Title varies slightly on cover page.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; High School Students; Mathematics Achievement; Outcomes of Education; Public Schools; *Racial Differences; Reading Achievement; *School Districts; *Sex Differences; Student Attitudes; Writing Achievement
IDENTIFIERS- End of Cycle Reading Test; Wake County Public School System NC

This report summarizes the level of academic achievement, and the extent of racial and gender gaps in that achievement, of students in North Carolina's Wake County Public School System (WCPSS). The comparison was conducted using 1993 End-of-Grade

ED 380 216 PS 023 051

Illinois Prekindergarten Program for Children At Risk of Academic Failure. FY 93 Summary Report.
PUB DATE- Sep 94
NOTE- 58p.; For FY 1991 summary report, see ED 358 965; for FY 1992 summary report, see ED 363 428.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Failure; *High Risk Students; Mathematics Achievement; Parent Participation; Parent School Relationship; Preschool Children; *Preschool Education; *Program Evaluation; Public Education; School Readiness; State Programs; State Surveys
IDENTIFIERS- Illinois; Prekindergarten At Risk Program IL; Program Characteristics

The Illinois Prekindergarten Program for Children at Risk of Academic Failure was a grant program for public school districts to enhance growth and development of children ages 3 to 5 who are at risk of academic failure. The program has experienced significant growth since its initial implementation, and the number of participating projects increased 13 percent compared to FY 92. This report presents a review and evaluation of the Illinois Prekindergarten At-Risk Program for the 1992-1993 school year. The evaluation ranked children's academic performance in reading, mathematics, language, and behavior. The report describes child characteristics according to each child's ethnicity, family structure, health, primary language, free-lunch status, and any previous preschool experiences. In addition, the projects' characteristics are described in terms of eligibility requirements, instructional settings, educational staff, teacher-child ratio, collaboration with other programs and agencies, and parent participation and involvement. Findings suggest that the program has had a positive influence on students' kindergarten readiness and that performance levels have been sustained in the early elementary grades. Based on the evaluation results, recommendations include: (1) the state should continue to expand the program to include all at-risk children; (2) the at-risk program should continue to emphasize the role of parents; and (3) the state should increase funding to make services available to more children. Four appendices contain the State Board of Education policy statement on early childhood education, the School Code of Illinois, data tables and figures on scores and funds, four references, and a map of Illinois showing the number of projects and number of children served in each county in FY93. (AP)

ED 380 217 PS 023 053

Washington, Valora; And Others
Grassroots Success! Preparing Schools and Families for Each Other.
PUB DATE- 95
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Community Involvement; *Family Involvement; Family School Relationship; Learning Experience; Preschool Education; *School Readiness; *Social Support Groups; *Young Children

ED 380 234 PS 023 129

Mayberry, Maralee; And Others
Home Schooling: Parents as Educators.
PUB DATE- 95
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Administrator Attitudes; Cooperation; Court Litigation; Demography; *Educational Policy; Elementary Secondary Education; Family School Relationship; *Home Schooling; *Nontraditional Education; Parent Attitudes; *Parents as Teachers; *Parent Student Relationship; Parent Teacher Cooperation; Traditional Schools
IDENTIFIERS- *Formal Education; Historical Background; Learning Environment

Acknowledging the growing trend to educate school-aged children at home, this book provides a detailed account of home schooling, providing a vision of home education that reflects its multidimensional nature. The book consists of seven chapters: (1) "Learning about Home Schools" describes the research study from which this book is drawn and discusses why it is important to understand home education; (2) "The Home Education Movement: What We Know" focuses on the evolution of the movement and the impact that public attitudes have on its development; (3) "Parents Who Teach Their Children at Home" examines the profile of parent educators and reveals that they come from a wide range of educational and economic backgrounds and hold a variety of political and religious beliefs; (4) "Seeing through the Eyes of Parent Educators" presents narratives from several parent educators that illustrate the meanings parents associate with the activity of home schooling; (5) "The Relationship between Home Schools and Conventional Schools: Parents' Perspectives" examines the issue of cooperation between home schools and formal schools, and describes some cooperative programs established in recent years; (6) "Implementation of Policies and Views of Superintendents" demonstrates school superintendents' interpretations of home and school regulations and their views about parent educators, and implications for policy; and (7) "The Future of Home Schooling" explores the intersections between social life, school life, and family life; raises questions regarding the relationship between home education parents, professional educators, and educational policy makers; and suggests directions for future research. Contains 156 references. (BAC)

ED 380 235 PS 023 140

Lambert, Beverley
Beating Burnout: A Multi-Dimensional Perspective.
PUB DATE- Jun 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Burnout; Change Strategies; Child Caregivers; *Day Care Centers; Depression (Psychology); Early Childhood Education; Employee Attitudes; Foreign Countries; *Preschool

ED 380 251 RC 019 987

Burnham, Linda, Comp.
Women of Color Organizations & Projects: A National Directory.
PUB DATE- 91
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Advocacy; Asian Americans; Battered Women; Black Organizations; Consciousness Raising; *Ethnic Groups; *Females; Feminism; Hawaiians; Hispanic Americans; Immigrants; Job Training; Lesbianism; *Minority Groups; *Organizations (Groups); Professional Associations; Refugees; Social Support Groups; Sororities; *Womens Education
IDENTIFIERS- African Americans; Chicanas; Latinas; Native Americans

This directory includes nearly 200 organizations whose staff, membership, or constituency is predominantly women of color; organizations that concern women of color by virtue of their location or issues they address; and projects or organizations whose membership is primarily White but that focus on issues of importance to women of color. Disk versions of the directory include names, addresses, telephone and fax numbers, and contact persons for all listings. The book version also includes descriptions of organizational goals and programs taken directly from questionnaires completed by the organizations. Organizations and programs are listed alphabetically and indexed by race/ethnicity/nationality and issue. While many listed organizations have educational components, those focusing specifically on educational issues Asian Women United in San Francisco, California; the Center for Women Policy Studies in Washington, D.C.; the Association of Black Women in Higher Education in Jackson Heights, New York; the Chicana/Latina Research Project in Davis, California; Najda: Women Concerned About the Middle East in Berkeley, California; and Sage Women's Educational Press, Inc., in Atlanta, Georgia. Other categories include arts and cultural heritage, business and professional associations, domestic violence, employment and job training, health, immigrant and refugee women, income and welfare rights, indigenous rights, international support, leadership development, lesbians of color, mentoring and scholarships, parenting, political participation, publishing and media, religion and spirituality, reproductive rights, sexual assault, substance abuse and recovery, support groups and self-help, and workers' rights. (RAH)

ED 380 252 RC 019 988

Bhaerman, Robert D.
Integrating Education, Health, and Social Services in Rural Communities: Service Integration through the Rural Prism.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Resources; *Community Services; Cooperative Programs; *Delivery Systems; Elementary Secondary Education; Health Services; Institutional Cooperation;

ED 380 269 RC 020 060

Huang, Gary; Holt, Albert
Rural Education Data User's Guide. Working Paper No. 95-12.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Data Analysis; *Databases; Educational Policy; *Educational Research; Elementary Secondary Education; Policy Formation; *Rural Education; *Rural Schools; School Demography; School Location; School Surveys; Student Surveys
IDENTIFIERS- Locale Definitions; *National Center for Education Statistics; *Variables

This guide aims to facilitate research and policy analysis in rural education by linking substantive issues to the data sources of the National Center for Education Statistics (NCES). The guide may be used in two ways: as a handy tool for scanning NCES data that are presented with immediately applicable issues; and to stimulate, with sample "bridges" between issues and data, further exploration for research applications of NCES data. Section 1 briefly reviews nine NCES databases related to rural education, including background, research design, data contents, computer equipment needed to access data, and details on measures of residential or school locale. This section also discusses possible applications of data to program planning, policymaking, and scholarly research. Section 2 describes NCES technical services and policies on data access. Section 3, the main body of the guide, is a listing of rural research issues and concepts with relevant variable labels from NCES datasets. The issues are categorized into six broad areas: effectiveness of rural schools, curricular provision in rural schools, school and community partnerships, human resources for rural schools, use of technology in rural schools, and financial support for governance in rural schools. Appendices provide rural-urban locale classification schemes of the Census Bureau, NCES, Office of Management and Budget, and USDA Economic Research Service; recent relevant census data; procedures for gaining access to NCES restricted use data; analysis procedures related to sample design and weights; and a glossary of acronyms. (SV)

ED 380 270 SE 053 486

Sharma, Mahesh C.
Place Value Concept: How Children Learn It and How To Teach It.
PUB DATE- Jan 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Cognitive Development; *Concept Formation; Elementary Education; Evaluation Methods; *Learning Activities; *Manipulative Materials; *Mathematics Instruction; Number Concepts; *Place Value; Teaching Methods
IDENTIFIERS- Cuisenaire Materials; *Mathematics History

ED 380 291 SE 055 947

Westbury, Ian, Ed.; And Others
In Search of More Effective Mathematics Education: Examining Data from the IEA Second International Mathematics Study.
PUB DATE- 94
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *International Studies; Learning Theories; Mathematics Achievement; *Mathematics Instruction; *Research Methodology; *School Organization; Secondary Education; *Sex Differences; *Social Structure
IDENTIFIERS- *Second International Mathematics Study

This book, in three parts, presents a set of studies that: (1) explores some significant questions about mathematics teaching and learning and (2) illustrates new methodologies for the analysis of new kinds of questions about mathematics education. The data from the Second International Mathematics Study (SIMS) are the starting point for all of the work reported here. The book includes 11 chapters organized in 3 parts. Part 1, Teaching and Learning Mathematics In Classrooms includes: (1) "When Teaching Problem-Solving Proceeds Successfully in U.S. Eighth Grade Classrooms" (L. A. Sosniak & C. A. Ethington); (2) "Student Opportunities in Grade 8 Mathematics: Textbook Coverage of the SIMS Test" (J. Flanders); (3) "The Myth of Progressive and Traditional Orientations: Teaching Mathematics Without a Coherent Point of View" (L. A. Sosniak, C. A. Ethington & M. Varelas); and (4) "Is the United States Really a Low Achiever in Math? The SIMS Findings Re-examined" (I. Westbury). Part 2, School Structures, Social Structures, Gender and Mathematics Education includes: (5) "What Makes for Effective Mathematics Instruction? Japanese and American Classrooms Compared" (M. Schaub & D. P. Baker); (6) "The Effects of Central Control on Classroom Practice" (P. L. Glidden); (7) "Gender Groupings and Improving Mathematics Achievement: Lessons from a Comparative Analysis" (D. P. Baker, C. Riordan, & M. Schaub); and (8) "Assessing the Differential Item Performance of Females in Japan and the United States" (D. L. Harnisch). Part 3, New Methodologies for Research in Mathematics Education includes: (9) "Conceptual and Statistical Problems in the Study of School and Classroom Effects: An Introduction to Multilevel Modeling Techniques" (D. P. Murchan & F. C. Sloane); (10) "Schooling and Achievement: Additive versus Interactive Models" (A. Gamoran); and (11) "Instructionally Sensitive Psychometrics: Applications to the Second International Mathematics Study" (B. O. Muthen). Author and subject indexes are included. (MKR)

ED 380 292 SE 055 949

Edwards, Thomas G.
A Reflective Cycle: The Evolution of a Model of Teacher Change.
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (16th, Baton Rouge, LA, November 6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

ED 380 313 SO 024 097

Lhowe, Mary, Ed.
Keeping the Peace in an Age of Conflict: Debating the U.S. Role. Choices for the 21st Century.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Apr 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Conflict Resolution; *Foreign Policy; *International Relations; *Intervention; *Peace; Problem Solving; Secondary Education; Social Studies; War; World Problems
IDENTIFIERS- Cold War; United Nations

This document presents a particularly challenging unit that thrusts students into the new foreign policy frontier that has developed since the end of the Cold War. The unit contains background reading and foreign policy options. The first part of the background reading introduces students to the institutions and conceptual framework of the international community. In the second and third parts, students are given four historical and five current case studies to examine. Consideration of the case studies requires the highest levels of thinking from students. Not only are students asked to analyze the case studies individually, but they also are expected to draw lessons from each in developing a context for evaluating the overall U.S. role in international intervention. The four distinct policy directions, or options, at the core of the unit are designed to help students further clarify their thoughts in order to articulate their own views. Each option is grounded in a clearly defined philosophy about the U.S. role in the world and the country's relationship with the United Nations. By exploring a spectrum of alternatives, students gain a deeper understanding of the competing values and assumptions that frame the debate on U.S. policy toward intervening abroad in civil conflicts. The unit contains a lesson plan and student activities, supplementary documents for teachers, and suggested readings. (Author/DK)

ED 380 314 SO 024 113

Pittman, Susan Peters, Ed.
Educating for Social Responsibility. The ESR Journal.
PUB DATE- 90
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Conflict Resolution; Controversial Issues (Course Content); Cultural Awareness; Educational Research; Elementary Secondary Education; Foreign Countries; *Global Approach; Higher Education; History Instruction; International Education; Oral History; *Social Responsibility; Social Studies; *Teaching Methods
IDENTIFIERS- USSR

Dedicated to Seth Kreisberg, this document is the first journal issue of the Educators for Social Responsibility (ESR). It begins with "The Real Ropes Course: The Development of Social

reduce an excess or challenging behavior by directly targeting the problem area or by teaching a replacement skill. Articles with a primary focus on training and instructional procedures were not included unless the purpose of the skill training was to reduce the occurrence of an undesirable behavior. (JDD)

ED 379 873 EC 303 746

Tasse, Marc J.; And Others
Test-Retest and Inter-Rater Reliability of the Quebec Adaptive Behavior Scale.
PUB DATE- 2 Jun 94
NOTE- 8p.; Paper presented at the Annual Conference of the American Association on Mental Retardation (118th, Boston, MA, May 31-June 4, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Behavior Rating Scales; Elementary Secondary Education; Foreign Countries; *Interrater Reliability; Measures (Individuals); *Mental Retardation; Psychometrics; *Test Reliability
IDENTIFIERS- Quebec; *Quebec Adaptive Behavior Scale

The Quebec Adaptive Behavior Scale (QABS) is widely used in Quebec (Canada) to assess behavior of people with mental retardation in educational, vocational, residential or hospital settings. This study estimated the interrater agreement and test-retest reliability of the QABS. To determine test-retest reliability, the QABS was completed by 27 evaluators for 45 individuals (ages 6 to 47) from group homes, residential facilities, schools, and hospitals. To determine interrater agreement, 44 individuals (ages 3 to 54) were each assessed by two raters. Test-retest reliability coefficients for the global score were .92 between levels of adaptive functioning and .99 between total raw scores. Interrater agreement reliability coefficients for the global score were .83 between levels of adaptive functioning and .99 between total raw scores. The QABS was found to be a highly reliable, norm and criterion-referenced adaptive behavior scale, with clearly written scoring procedures and easy administration. (JDD)

ED 379 874 EC 303 747

Lee, Lissa
Music Therapy in the Rehabilitation of Head-Injured Clients.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Ability; Elementary Secondary Education; Evaluation Methods; *Head Injuries; Interdisciplinary Approach; Intervention; Measures (Individuals); *Music Therapy; *Neurological Impairments; Neuropsychology; *Rehabilitation
IDENTIFIERS- *Rancho Los Amigos Scale of Cognitive Functioning

This paper summarizes research on clinical applications of music therapy with closed head injury clients. It offers a rationale for including music therapy in interdisciplinary rehabilitation. The Rancho Los Amigos Levels of Cognitive Functioning are outlined, and therapeutic assessment and

Standards; State Legislation; Student Evaluation; Student Placement; Theory Practice Relationship
IDENTIFIERS- *Illinois

This manual is a guide to recommended practices and procedures for meeting the special educational needs of young children with disabilities, especially those ages 3 through 5 in Illinois. Chapter 1 provides a brief history of national and Illinois state mandates in early childhood special education, notes the critical role of the family, and points out the importance of flexibility and teamwork. The second chapter looks at program development and offers guidelines for selecting objectives, effective management, formative evaluation, student evaluation, and program evaluation. The next chapter follows one hypothetical child from identification through interdisciplinary evaluation, referral, the case study process, decision making, development of an individualized educational program, periodic re-evaluation, and transition into a primary school program. Chapter 4 describes actual educational practices as they are carried out in the early childhood classroom. Principles such as the importance of play, curriculum outcomes, family involvement, teamwork, a loving climate, and student diversity are explained. The final chapter briefly addresses personnel training and professional standards. An appendix briefly describes major judicial rulings and state and federal laws. (Contains 42 references.) (DB)

ED 379 893 EC 303 767

Reauthorization of the Individuals with Disabilities Education Act: Issues and Perspectives. Policy Forum Report (Washington, D.C., September 22, 1994).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 22 Sep 94
NOTE- 61p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Strategies; *Disabilities; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Eligibility; *Federal Legislation; Government Role; *Noncategorical Education; Opinions; Policy Formation; Special Education; Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act; National Association of School Psychologists; Reauthorization Legislation

This document describes a policy forum convened to consider the reauthorization of the Individuals with Disabilities Education Act (IDEA). The forum focused on three critical issues: (1) categorical eligibility, (2) initial assessment, and (3) triennial assessment. For the topic of categorical eligibility, comments are summarized in five sections: comments in support of elimination of the categorical approach; comments opposing change at this time; comments supporting revisions within the categorical approach; general comments related to eligibility; and state specific comments. Comments concerning assessment and triennial re-evaluation are also excerpted from the forum discussion. A summary statement by Tom Hehir, Director of the Office of Special Education Programs, Department of Education, cautions that these issues be looked at holistically and that the total system including better personnel preparation must be examined. Appendices include a participant list, the meeting agenda, a paper titled "A Study of the Three Year Reevaluation Process" by Lucian Parshall and James R. Nuttall, and a

English include giving equal weight to each word, failure to understand the connections among sentences in a paragraph and difficulty in summarizing passages. To investigate English reading proficiency, the JALT English Reading Project used two parallel tests--JALT English Reading Test: Forms A and C, each with five sections--a dialogue, directions, a newspaper article, an essay and a poem--to measure college students' English reading proficiency. There was a high correlation between reading ability and reading speed and a higher correlation between these two factors among students with the highest scores. To teach the subject effectively, well organized readings with concrete information chosen to suit goals of the class are required. The number of words in a passage should be specified in order to calculate reading speed. Passages require exercises to improve reading comprehension and spoken English. Difficult vocabulary should be accompanied by explanations in easy English. Other activities for motivating students include independent reading, computer-assisted instruction, and using newspapers for extensive reading. (Contains 38 references.) (CK)

ED 379 912 FL 022 652

Trimino, Andy; Ferguson, Nancy
Intensive Input in Language Acquisition.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Central States Conference on the Teaching of Foreign Languages (Kansas City, MO, April 12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Curriculum Design; Elementary Secondary Education; Language Aptitude; Learning Strategies; *Linguistic Input; Linguistic Theory; *Relevance (Education); *Second Language Instruction; Second Language Learning; Self Evaluation (Individuals); *Student Motivation; *Teaching Methods

This paper discusses the role of input as one of the universals in second language acquisition theory. Considerations include how language instructors can best organize and present input and when certain kinds of input are more important. A self-administered program evaluation exercise using relevant theoretical and methodological contributions from different sources is presented to be answered by attending teachers for later use in group work. The following tenets for the organization and teaching of any second language program are: (1) Input has to be comprehensible; the level of language development of the learner will guide the specifics of way and timing of input; (2) Input has to motivate the student; and (3) Input has to be copious. The Central Middle Magnet School (CMMS) (Kansas City, Missouri) Intensive Input Adventure originated in the 1980s in the desegregation mandate of Kansas City as a late immersion experience for 300 students. The CMMS Foreign Language program was organized as a high-input language experience with different levels of intensity with the goal of increasing language proficiency. Strands present in the life of the CMMS program include late immersion (full), continuation immersion (full and partial), language only, and exploratory language. A curriculum plan is given. Planning activity worksheets are attached. (Contains four references.) (CK)

ED 379 913 FL 022 654

IDENTIFIERS- Taiwanese; *Turn Taking

Research in the teaching of second/foreign languages has called for an emphasis on interactional competence, or the ability to think and behave as an interactional partner in a second language. The aim of this paper is to find out if the specific interactional skills acquired by students through their first language experience are automatically carried over to second language use and if this transfer is beneficial in developing interactional competence in the second language. Specifically the paper investigates the turn-taking behavior of eight Chinese students from Taiwan participating in graduate classes at an American university. Three patterns of participation were identified: active; passive verbal; and silent/near zero. J. J. Schumann's acculturation model and his pidginization/language acquisition analogy are used to explain the differences in participation demonstrated by the Taiwanese students. It is concluded that native culture plays a vital part in shaping non-native students' ability to acquire interactional competence in English as a Second Language. (Contains 10 references.) (LR)

ED 379 932 FL 022 789

Lam, Clara; Chow, Balance
Pinyin Zhuyin: Introducing a More Effective Way of Teaching the Sound System of Chinese.
PUB DATE- Feb 95
NOTE- 26p.; Appendix IV is marred by toner and will copy poorly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chinese; Contrastive Linguistics; Cultural Maintenance; Foreign Countries; Language Skills; *Language Standardization; Non Roman Scripts; *Pronunciation Instruction; *Romanization; *Second Language Instruction; Teaching Methods; Tone Languages; Verbal Learning; *Written Language
IDENTIFIERS- *Pinyin (Language); Sounding (Language); Transliteration; *Zhuyin Fuhao (Language)

American students are exposed to many different romanization systems when learning Chinese. The most important systems include Pinyin, Zhuyin fuhao, Wade-Giles, Gwoyeu Romatzhy, and the Yale system, to name just a few. The Pinyin system, which is built on the English alphabet, is the official transliteration system of mainland China. The Zhuyin fuhao, which employs symbols closer to Chinese characters, is the official system in Taiwan. These two systems are by far the best available to Chinese teachers. However, despite their strengths, both of them have some weaknesses. The Pinyin is easy to learn but too concise; the Zhuyin fuhao is accurate but operates in a non-alphabetical framework. In this paper, a new system called the "Chow and Lam Method" is proposed--a system that attempts to combine the strengths of the two most frequently used methods so that they can complement one another and help to formulate a more effective approach to teaching Chinese pronunciation. (Contains 10 references.) (Author/LR)

ED 379 933 FL 022 791

Desmarais, Lise
Proposition d'une didactique de l'orthographe ayant recours au correcteur orthographique (Proposal for a Teaching Methodology for Spelling Using a Spell-Checker).
PUB DATE- 94
NOTE- 379p.
LANGUAGE- French

Second Language Learning; Tutoring
IDENTIFIERS- California Partnership Academies; Coca Cola Valued Youth Program; ERIC Digests; Language Minorities; Project Adelante NJ

This digest describes three programs for middle and high school language minority students at risk of dropping out of school. Two of the programs are geared toward limited-English-proficient Hispanic youth, and the third, a vocational program, involves African-American students as well. The first program described is the Coca-Cola Valued Youth Program, which aims to help Hispanic middle and high school students achieve academic success and improve their language skills. In this program, middle and high school students are paired with elementary school students identified as being at risk of dropping out of school. The program's philosophy is that the tutors, by being placed in positions of responsibility, will improve their self esteem and academic performance. The goals of the second program, Project Adelante, are to improve the high school graduation rate of Hispanic students, increase their opportunities for college admission, and increase the number who enter the teaching profession. The California Partnership Academies Program represents a three-way partnership among state, local school districts, and supporting businesses. Goals are to provide academic and vocational training to disadvantaged students and to decrease youth unemployment. (Contains nine references and three program contacts.) (VWL)

ED 379 952 FL 800 878

ESL Technology User's Guide.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Software Evaluation; *Educational Technology; *English (Second Language); *Equipment Evaluation; Evaluation Criteria; Evaluation Methods; *Instructional Material Evaluation; *Literacy Education; Records (Forms); Second Language Instruction; Tape Recordings; Videotape Recordings

The guide presents ratings of computer software, audiotape recordings, videotape recordings, on-line systems, and miscellaneous technology-based materials for teaching English as a Second Language (ESL). First, the forms used for evaluation are presented, and then the programs or materials are listed alphabetically by title. Each listing includes a rating on a scale of 1.0 to 4.0, the material type, title, publisher, and price. An annotated citation for each listing follows, with a notation of the applicable curriculum area (language, life skills, reading, support), a brief description, and notes on strengths and weaknesses. Appended materials include a list of publisher addresses and telephone numbers and a list of related periodicals and other resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 953 FL 800 879

Bell, Jill
Teaching Multilevel Classes in ESL.
PUB DATE- 91

Development; *Public Policy; Second Language Instruction; Student Evaluation
IDENTIFIERS- *Canada

The November 1994 symposium on adult English-as-a-Second-Language (ESL) instruction and literacy brought together ESL, literacy, and adult education professionals to share perspectives. Two keynote addresses are summarized: "Facing the Facts of Life, Literacy, and Work" (Shirley Brice Heath), which looks at trends in the nature of work in American society, and "Language, Literacy, and Education Reform" (Augusta Souza Kappner), which considers educational legislation needs. A question-and-answer session with the two speakers is also transcribed. Following this, three panel presentations are summarized: "Adult Education in the Workplace" (Allene Guss Grognet), based on observation of ESL and other adult learners in the workplace; "Assessment of Learner Outcomes" (Alister Cumming), an examination of trends in Canadian policy for adult ESL literacy education; and "Professional Development for Adult Literacy Educators" (JoAnn Crandall), which discusses the professionalization of the adult ESL literacy field. Additional comments by Grognet and Cumming are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 971 HE 028 071

Steen, Sara J., Ed.
Academic Year Abroad, 1995/96. The Most Complete Guide to Planning Academic Year Study Abroad. 24th Edition.
PUB DATE- 95
NOTE- 654p.; Published annually. Formerly published under the title "U.S. College Sponsored Programs Abroad: Academic Year."
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Programs; Colleges; Eligibility; Foreign Countries; Higher Education; *International Education; International Educational Exchange; Program Content; *Program Descriptions; *Study Abroad; Travel; Universities
IDENTIFIERS- Institute of International Education NY

This guide provides descriptions of 2,250 study-abroad programs that take place during the academic year (usually September through June) and that are at least one academic quarter in length (usually 8 to 10 weeks). An introductory section provides information on the Institute of International Education (IIE), IIE publications, use of the guide, planning study abroad, and how to read study-abroad literature. The bulk of the guide consists of individual program descriptions, arranged geographically by region and country. Each listing provides information on program sponsor and name, site, dates, subjects offered, eligibility requirements, academic credit offered, language and type of instruction, costs, housing, application deadline, other information, and contact point. Approximately 75 percent of the programs listed are sponsored by U.S. accredited colleges and universities. Programs are indexed by sponsoring institution, consortia, fields of study, special options, and cost ranges. An appendix contains statistics on study abroad. (MDM)

ED 379 972 HE 028 072

Peterson's Summer Study Abroad: A Guide to Summer Academic and

Department could save $173.2 million by 1999 and that, by adopting these recommendations to clarify and simplify its work, the Department could operate more effectively. The recommendations are: (1) redesign of Chapter 1 of the elementary and Secondary Education Act; (2) reduction of the number of programs the Department of Education administers; (3) consolidation of the Eisenhower Math and Science Education Program with Chapter 2; (4) consolidation of National Security Education Act programs; (5) streamlining and improving the Department's grants process; (6) provision of incentives for the Department's debt collection service; (7) simplification and strengthening of the institutional eligibility and certification for participation in federal student aid; (8) creation of a single point of contact of program and grant information; (9) improvement of employee development opportunities; (10) elimination of the grant-back statutory provision of the General Education Provisions act; (11) construction of a professional, mission-driven structure for research; and (12) development of a strategy for technical assistance and information dissemination. Appendixes contain justifications for the elimination of programs and list accompanying reports of the National Performance Review. (JB)

ED 379 993 HE 028 108

Kurth, Rita
The Women's Studies Program and the Curriculum Transformation Projects at Towson State University.
PUB DATE- Feb 95
NOTE- 64p.; Based in part on the author's doctoral dissertation, "Women's Studies and Curriculum Transformation in the USA--Perspectives for the University System in the Federal Republic of Germany."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Instruction; *Curriculum Development; Females; Feminism; Foreign Countries; Higher Education; Interdisciplinary Approach; Multicultural Education; Program Development; State Universities; Student Attitudes; Teacher Attitudes; *Womens Studies
IDENTIFIERS- Faculty Attitudes; *Towson State University MD

This study analyzes the implementation, structure, and institutionalization of the Women's Studies program at Towson State University (Maryland), as well as the individual teaching and learning experiences of those involved. The study is based on 30 interviews with students, faculty, and administrators and analysis of university documents and data. The history of Towson State University is briefly reviewed, focusing on environmental elements supportive and nonsupportive of women. Issues of safety, sexual harassment, and sexual discrimination are discussed. The activities of the Women's Center, the Women's Forum, Women in Science Enhancement, and the Institute for Teaching and Research on Women are described. The history of the Women's Studies Program is detailed from its beginnings in the early 1970s. Topics covered include development of the curriculum, characteristics of the participating students, outcomes of their participation in the program, and contradictions and ambivalence felt by the women's studies faculty. The study also discusses Curriculum Transformation projects, which had the goal of changing the whole offering of higher education courses in regard to their content, methodology, didactics, and scholarly approach, to achieve a

Administration's proposed health care reform would influence medical education and the supply of health care professionals. Peter P. Budetti, director of the Center for Health Policy Research at George Washington University (Washington, D.C.), testified on how past federal policy has contributed to the rise of doctors training in specialties and subspecialties and has caused a decline in general practitioners. Jack M. Colwill, representing the Council on Graduate Medical Education, testified that the nation has too few generalists, has a surplus of specialists, and is moving toward a progressive physician surplus, which may impede the ability to move into systems of managed care and may contribute to escalating costs. Debra J. Folkerts, a family nurse practitioner from Kansas, testified on graduate nurse education and other health care reform efforts. Clayton E. Jensen, dean of the University of North Dakota School of Medicine, testified on how his institution has responded to North Dakota's health care service needs. The document also includes statements from Senators Orrin G. Hatch, Daniel Patrick Moynihan, and Bob Packwood and a position statement from the American Academy of Family Physicians. (JB)

ED 380 013 HE 028 128

Tinari, Frank D.
A Foundation for Faculty Evaluation: The Annual Development Plan.
PUB DATE- Nov 94
NOTE- 21p.; Paper presented at the Conference on Current Collegiate Faculty Evaluation Practices and Procedures of the Center for Educational Development and Assessment (San Juan, PR, November 7-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; College Faculty; *Educational Planning; *Faculty Development; *Faculty Evaluation; Higher Education; Records (Forms); *Self Evaluation (Individuals)
IDENTIFIERS- Faculty Research; Faculty Service; *Seton Hall University NJ

The W. Paul Stillman School of Business at Seton Hall University has implemented a model standardized annual Faculty Development Plan (FDP). A form was developed to collect data from each faculty member. The form is divided into the areas of teaching, research, and service, with several questions in each area asking faculty to specify their goals and plans for the academic year and the extent to which they attained previous goals during the past year. The goals of the FDP have been to increase faculty productivity, to encourage faculty to plan for innovations and commitments all during the academic year, to assist in resource allocation, to provide management information to school administrators, and to serve as a basis for faculty evaluation. Though the form could be the basis for institution-wide faculty evaluation, faculty showed strong resistance and concerns about eroding prerogatives, fair evaluation across disciplines, and increased bureaucratization. Strengths and weaknesses of using such a development plan are outlined. Appendixes contain original and revised forms of the FDP. (JB)

ED 380 014 HE 028 129

Ecker, Martha

stay; factors with moderate correlation were better work conditions, acceptable political conditions, better chance for advancement in profession, convenient life, better salary, and appropriate use of scholars' skills. Factors that were highly correlated with students' decision to return to Iran included convenient life and personal freedom, while factors that were moderately correlated included personal safety, acceptable political conditions, discrimination against Iranians, acceptable social life, emotional supports to parents, better work conditions, separation from religion, and separation from relatives. Strategies to encourage students to return to Iran are offered. (Contains 36 references.) (JDD)

ED 380 032 HE 028 148

Accent on Quality. A Report of the Sixth Quadrennial Evaluation Committee.
PUB DATE- Mar 95
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Policy; *Educational Quality; Governance; *Governing Boards; Higher Education; Institutional Evaluation; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Alabama; *Alabama Commission on Higher Education

This report evaluates the Alabama Commission on Higher Education, emphasizing the role and responsibilities of the Commission as specified in Alabama law. The Evaluation Committee sought perspective on the Commission's performance from a wide variety of educational, political, and civic leadership via a questionnaire, interviews, hearings, and document review. The report begins with an examination of context factors in evaluation, focusing on the educational context, financial context, legal context, and political context in Alabama. The report then evaluates leadership initiatives, leadership agenda, leadership impediments, leadership impact, the Commission's relationships with two-year colleges, Commission policy on off-campus courses and programs, and budget and formula funding responsibilities. Evaluation of the Commission's effectiveness reveals that additional attention is warranted in developing and implementing a long range plan for postsecondary education, developing and recommending legislation to ensure high quality education, and advising the governor. Recommendations are offered to the Commission and to political and civic/corporate leaders in Alabama. Appendices include: (1) a list of Sixth Quadrennial Evaluation Committee members, (2) the survey questionnaire, (3) a list of those interviewed, (4) a chronology of the Knight versus Alabama case, and (5) verbatim reports of questionnaire open-ended responses. A separately bound executive summary precedes the full report. (JDD)

ED 380 033 HE 028 149

Unified Budget Recommendations, 1995-96.
PUB DATE- Dec 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; Educational Trends; *Financial Support;

questions, common across the 12 class members, were supplied. In class, students were formed into groups, a chairperson and recorder were selected for each group, and an agenda for the class meeting was reviewed. The agenda outlined the tasks of each group: to have each student share orally the evidence gathered on personnel evaluation, to combine the evidence and record it on a sheet of acetate, to draw conclusions supported by the evidence, to analyze the implications for the class's study of personnel evaluation, to identify what was learned from the entire process, and to report to the class. Several questions to promote class discussion are listed. Important outcomes of this learning activity include: (1) the interview experiences establish a background for students to tackle the content of the course; (2) by sharing their evidence orally, students reinforce what they learned from their interviews; (3) gathering, combining, reporting, and drawing conclusions from interview evidence provide an opportunity to practice important research skills; and (4) students also hone their interpersonal and communication skills. (JDD)

ED 380 052 HE 028 206

Strategic Plan for the College of Business, Arizona State University.
PUB DATE- May 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; *Educational Objectives; Educational Planning; *Educational Strategies; Graduate Study; Higher Education; *Institutional Mission; Management Development; Mission Statements; *School Business Relationship; State Universities; *Strategic Planning; Undergraduate Study
IDENTIFIERS- Arizona; *Arizona State University

A strategic plan was developed for the Arizona State University (ASU) College of Business. Development of the strategic plan involved creation of ASU Business Partners, a group of over 40 representatives from the business community working closely with 47 faculty members and students to create a model "business school of the future" and to assess the impact of the changing business environment on professional education and research programs. The strategic plan was based on a vision of the University presented by the ASU President, a vision of the College of Business presented by its Dean, a mission statement developed by the Steering Committee of ASU Business Partners, and five Task Force reports. The College's mission statement outlines its commitment to: continuous improvements in quality, development of students' ability to manage a diverse workforce, information technology, an academic curriculum that combines rigorous theoretical knowledge with development of practical skills, globalization, excellence in teaching, meaningful research, and the community. Objectives and key strategic tactics for achievement of those objectives are outlined in the areas of faculty, students, undergraduate programs, Master of Business Administration program, research, doctoral program, economic development, and organizational development. (JDD)

ED 380 053 IR 016 880

Chiang, Win-Shin S., Ed.; Elkington, Nancy E., Ed.
Electronic Access to Information: A New Service Paradigm.

schools. Visual literacy is part of the change that schools must make in order to make greater strides toward gender equity. Two connections between visual literacy and gender equity are female images and the exploitation of those images in popular media, and the portrayal of gender stereotypes in textbooks and children's literature. Five factors contribute to the unequal treatment of females in children's literature: (1) male bias in career preparation and reading material; (2) peculiarities in the English language, such as the use of male pronouns when no gender is indicated; (3) sexist literary heritage and the glorification of the male in traditional literature; (4) the preponderance of male artists; and (5) the sexuality of women's bodies. Recommended global changes include: make schools cooperative rather than competitive; confront "isms" in an upfront manner; focus on equity; begin early and be patient; change standardized testing; eliminate tracking; and don't use visuals that contain gender bias. Recommended specific changes can affect gender equity both in and outside of the schools: dispel stereotypes; increase self-confidence; use classroom peer pressure in a positive way; encourage cooperation; provide female role models; adjust the sense of dependency of some female students; encourage female students to play with typically male toys; and choose and use appropriate literature and textbooks. (Contains 8 references.) (MAS)

ED 380 071 IR 016 992

Ruberg, Laurie F.; Moore, D. Mike
Visualizing Qualitative Data in a Study of Student Interactions within a Computer Mediated Environment.
PUB DATE- 95
NOTE- 9p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Computer Graphics; Computer Interfaces; *Computer Mediated Communication; Computer Networks; Content Analysis; *Data Analysis; *Ethnography; Higher Education; *Student Participation; Surveys; Visual Arts
IDENTIFIERS- *Graphical User Interfaces; *Graphic Organizers

This paper discusses the visual organizers and graphic interfaces used to manage and report the findings from a 10-month ethnographic study of student participation and interaction in computer mediated communication (CMC) activities within the classrooms of both a freshman writing class and a plant science lab. The study focuses on social psychological issues, expressed in discourse created from computer-based interactions, from student survey self-reports, or from the observation and reporting process. It is contended that data analysis is problematic, since generation of data is affected by what the ethnographer can treat as writable, readable, visible, and interpretable, and analysis requires various visual organizers and graphic descriptions, the following of which are used in this study: research questions; tables; quantitative coding of raw data; charts/tables; hypercard stacks; figures; digital photographs; and excerpts from computer-based discussions. Graphical interfaces for the following components of the study are discussed: interviews/field observation; surveys; videotape material; and

DESCRIPTORS- Computer Graphics; Educational Media; Elementary Secondary Education; *Imagery; Instructional Design; Instructional Materials; *Sex Bias; *Sex Fairness; *Sex Stereotypes; *Visual Aids; Visual Learning
IDENTIFIERS- *Clip Art

The purpose of this paper is to sensitize instructional message designers to the stereotypical signals which may be inherent in computer clip-art selections. A rationale is presented for the power of message design, and the differences between gender equality and gender equity are discussed. Several computer clip-art libraries were analyzed, and the consistent gender themes which emerged throughout these libraries are presented. The following recommendations are made for promoting diverse, equitable, and balanced applications of computer clip-art images for use in instructional messages: (1) use non-gendered images; (2) use non-gendered labels; (3) create your own images; (4) scan images from photographs or printed artwork; (5) advocate computer clip-art libraries which promote diversity through a broader variety of images portraying men and women; and (6) inform computer software companies about preferences. Positive role models as represented in images do make a difference in children's education. They provide the opportunity for all students to dream about whom they might become. Children should be given an opportunity to be exposed to equitable gender representations in instructional images. Three figures offer examples of clip-art gender portrayal. (Contains 19 references.) (MAS)

ED 380 090   IR 017 011

Silverstein, Ora
Imagery in Scientific and Technological Literacy for All.
PUB DATE- 95
NOTE- 7p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Computer Uses in Education; Elementary Secondary Education; Foreign Countries; Imagery; Science Education; *Scientific Literacy; Symbolic Learning; Teaching Methods; *Technological Literacy; Visual Aids; *Visual Learning; *Visual Literacy
IDENTIFIERS- *Scientific Visualization; UNESCO

Given the role science and technology play in economic and social development in today's world, scientific and technological literacy must be given priority as an essential component of basic education. The significance of the visual component of literacy has increased with advances in technology and picture and image usage. The United Nations Educational Scientific and Cultural Organization's (UNESCO) "Project 2000 " and the United States' Project 2061 are examples of the way scientific and technological literacy objectives can be pursued. No sufficient thought has been dedicated, however, by science teachers to the procedure of image and symbol formation and the formation of concepts in human cognition. Examples of effective use of symbols can be found in the petroglyphs and drawings of the American Indian culture. Understanding the visual basis of human thought can bring about a more intelligent equilibrium between the written word and the visual-acoustic components in acquiring literacy. Scientific Visualization, a new movement

Education; Foreign Countries; Higher Education; International Organizations; Preschool Education; Professional Education; *Teacher Education; Vocational Education
IDENTIFIERS- *Media Education

The recommendations documented in this report emerged at the Group de travail romand et tessinois de l'audiovisuel a l'ecole GRAVE's (Working Group of French-Speaking Switzerland and the Canton of Tessin on Audiovisuals in Schools) international seminar, on the place of audiovisual media education in the curriculum. This document regroups the propositions made concerning the necessity of integrating media education into the formative and educational mission of schools. It also suggests a general legal text which could help the states to: (1) synthesize the general and specific objectives for media education; (2) draw up the necessary elements for a curriculum; (3) prepare an inventory of the resources required; (4) suggest procedures and strategies; and (5) define a realistic plan for teacher training. It is argued that, as modern techniques of diffusion increase the exposure of individuals to mediated messages in the everyday world, media education is a major factor in the affective and cognitive development of the child and adolescent; as such, it should begin with children's first schooling and continue throughout their lives. Both general and specific objectives are listed for the preschool and primary levels; the lower secondary level; and the higher secondary and professional levels. Program activities are also listed for the different levels, including activities in traditional disciplines at the preschool and primary level. Necessary resources for media education are also specified: (1) a detailed program; (2) the existence of centers for resources and production; (3) multidisciplinary teams working in networks; (4) appropriate technical and instructional materials; and (5) certification for teachers that takes into account their aptitude to integrate media education into their teaching methods. A list of participants includes members of GRAVE and persons involved in presenting the conference as well as participants. (BBM)

ED 380 109   IR 017 039

Inglin, Therese; Girod, Daniel
Edutex-Eduserve: Deux serveurs dedies a l'education. Utilisation pedagogique d'outils telematiques: Rapport d'activites et temoignages (EduTex-EduServe: Two Servers Dedicated to Education. Pedagogical Use of Telecommunications Tools: Report of Activities and Findings).
PUB DATE- Mar 94
NOTE- 145p.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; *Electronic Mail; Elementary Secondary Education; *Facsimile Transmission; Foreign Countries; Learning Processes; Teaching Methods; *Telecommunications; *Videotex
IDENTIFIERS- EduServe; EduTex; Switzerland; Telematics

The educational activities using school telecommunications that are detailed in this document emanate from two participants in the EduTex Project, which has been carried out for almost four years by the Institut Romand de Recherches et de Documentation Pedagogiques (IRDP) at the mandatory schooling level. For several years these two teachers have sought to define the contributions of videotex, electronic mail, and facsimile

President Gore in January 1994, is the official name of the information system. The U.S. Congress issued four pieces of legislation in support of high-tech development. A number of states have initiated their own branch of the information highway. Two of the most ambitious projects are underway in North Carolina and California. North Carolina has employed a "Push" strategy whereby it emphasizes the public sector; California uses a "Pull" strategy that emphasizes commercial interests. North Carolina has adopted a statewide fiber-optic network called the North Carolina Information Highway (NCIH) and in 1994 began construction on a $160 million statewide Asynchronous Transfer Mode (ATM) network that will link state agencies, schools and universities, courts, doctors and hospitals, local governments, and private companies. A partial list of the offerings of the NCIH in schools includes distance learning, video field trips, video teleconferences, collaborative projects, teacher training, online research, electronic mail, and home/school communication. While the cost curve of incorporating the technology in schools continues to decline, the expense of joining NCIH is still considerable. Advantages of using the information highway for education include reducing the constraints of time and place, the ability to playback lessons, distance learning for senior citizens, and outreach programs to the handicapped. Opposition to the technology focuses on issues of performance failure, inability to translate crucial empiricism in science classes or nonverbal elements of language classes, and expense. Teleconferencing, in the future, may decrease or replace the traditional classroom; it may achieve equilibrium in schools, or put poorer counties at a great disadvantage. (Contains 47 references.) (AEF)

ED 380 126   IR 055 429

Gregg, Joe; Persichitte, Kay
Considerations for the Optimal Design of a Two-Way Interactive Distance Education Classroom.
PUB DATE- Jan 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiovisual Aids; *Classroom Design; Computer Assisted Instruction; Computer Mediated Communication; *Cost Estimates; *Design Requirements; *Distance Education; Educational Facilities Design; Educational Technology; Higher Education; *Interactive Television; Nontraditional Education; Teaching Methods; *Telecommunications

To make effective use of a two-way interactive distance education system, classroom design should be a primary consideration. A properly designed classroom will enhance content objectives and increase acceptance of this type of instructional delivery. This paper describes key considerations for optimal design. Construction considerations include those of electric service, temperature control, access for telecommunications equipment, and location. Classroom dimensions and configuration must be considered with regard to course content, instructional style, the number of students at the site, and the hardware to be used. Interior design must suit the needs of student, instructor, and technology. The greatest obstacle to optimal distance education classroom design is audio difficulty, since sound quality is the component that frequently fails to meet expectations. Lighting is another consideration that can not be neglected. A general estimate is given for costs for remodeling an existing classroom. Sample hardware component specifications

Internet and its information. Instead of providing long and general lists of all known Gophers, Usenet newsgroups, or World Wide Web servers like many other books do, this guide describes and evaluates the Internet's resources by subject, so readers with a specific area of interest will find relevant Internet resources assembled in a single, easy-to-use chapter. Parts I and II offer instruction in various Internet skills: Internet addresses; clients and servers; navigating tools and resources; communicating with individuals and groups; searching for files to FTP (Archie); searching for Gopher resources (Veronica); Wide Area Information Servers (WAIS); building your own subject-oriented guide; and the Clearinghouse for Subject-Oriented Internet Resource Guides. Part III provides 18 subject-specific guides in various topics in business and the social sciences such as: archaeology, German history, Latin American studies, law, operations research, and women's studies. (MAS)

ED 380 144 IR 055 450

Denning, Dorothy E., Ed.; Lin, Herbert S., Ed.
Rights and Responsibilities of Participants in Networked Communities.
PUB DATE- 94
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Access to Information; Censorship; Computer Networks; Confidentiality; Ethics; *Information Networks; *Information Policy; Information Services; Intellectual Property; Laws; Legal Responsibility; Privacy; *Social Problems; Users (Information)
IDENTIFIERS- Internet; *Policy Issues; Scenarios

This report is based on a November 1992 workshop and a February 1993 public forum which discussed some of the social issues raised by the emergence of electronic communities. The workshop examined user, provider, and other perspectives on different types of networked communities, including those on the Internet, commercial information services, and grass-roots networks. The following questions were addressed in the workshop: (1) What policies, laws, regulations, or ethical standards apply to the use of networked services; who sets them; how are they developed; and how are they enforced? (2) What are users' expectations regarding privacy and protection of their proprietary rights? (3) What are the rights, responsibilities, and liabilities of providers or operators of networked services or of users of these services? and (4) What problems arise from connecting systems offering these services to systems that operate under different policies? The forum was organized around a set of hypothetical scenarios designed to illuminate how issues related to and associated with free speech, electronic vandalism, the protection of intellectual property interests, and privacy might emerge. The intent was to focus on the concerns that policymakers in government and the private sector might have, so much of the discussion involved questions of law and how the current legal regime helps to define the boundaries of what is or is not acceptable conduct on electronic networks. Background materials on technology, legal underpinnings, and the current policy environment are incorporated into chapters 1 through 3. Chapters 4 through 7 are devoted primarily to discussions of free speech, electronic vandalism, intellectual property interests, and privacy. Chapter 8 focuses on the deliberations of the steering committee. Five appendices provide information about network report provides statewide transfer data for the community colleges with the highest transfer rates overall to UC and CSU. The second section explains two different ways of calculating transfer rates, one defined by the UCLA Transfer Assembly and the other by Berman-Weiler Associates (BWA). Finally, information is presented on the ethnicity of CCSF students who transfer to the UC and CSU systems. Study highlights include the following: (1) CCSF is among the top 10 California community colleges in terms of combined transfers to the CSU and UC systems, ranking eighth; (2) CCSF ranks third in the state, in terms of students transferring to the CSU system in 1992-93; (3) CCSF has a 1994 transfer rate of 26.35% according to the Transfer Assembly, which reports a transfer rate for all California community colleges of 19% and a national transfer rate of 22%; (4) according to the BWA transfer rate formula, CCSF has a transfer rate of 18.7% for the 1989-90 school year, compared with a national average for all large community colleges of 15%; (5) although overall transfer numbers for CCSF are high, the fall 1993 transfer rates of African Americans (1.1%), Chicanos (3.2%), and Latino students (4.3%) transferring to the UC system are low; and (6) Asian students comprise 42.5% of all CCSF transfers to the UC and CSU systems combined in fall 1992. (KP)

ED 380 162   JC 950 148

Mery, Pamela M.
City College of San Francisco Impact of BA-Degree Holder Fee on Credit Enrollments. Institutional Development, Research and Planning Report.
PUB DATE- Oct 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Access to Education; *Bachelors Degrees; Community Colleges; Dropout Rate; Educational Attainment; Educational Finance; *Fees; Financial Problems; *Student Attrition; Student Characteristics; Student Costs; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- *City College of San Francisco CA

Effective spring 1993, California community colleges increased enrollment fees for students with baccalaureate degrees from $6 per unit to $50 per unit, with some exemptions for economically or physically disadvantaged students. Overall credit enrollments for California's community colleges declined an estimated 8.8% from fall 1992 to spring 1993. According to state figures, nearly 50% of students with bachelor's degrees (around 60,000 students) did not enroll in spring 1993 due to the increased fee. After the spring 1993 fee increase, City College of San Francisco (CCSF) enrolled 53% fewer bachelor's degree holders. Similarly, from fall 1992 to fall 1993, CCSF enrolled 53.27% fewer bachelor's degree holders. The schools of Liberal Arts, Behavioral and Social Sciences, and Business experienced the largest numeric and percentage decreases in bachelor's degree holders. The departments of Social Science, Foreign Languages, Behavioral Sciences, English, Art, Business, Computer Information and Science, and Biology had particularly sharp enrollment declines. A few vocational departments increased the percent of credit bachelor's degree holders from fall 1992 to fall 1993, but the actual numbers of students were low. In fall 1993, some departments enrolled a relatively high percentage of students with bachelor's degrees, with Foreign

Freshmen; Community Colleges; *Cultural Influences; Family Influence; *Hispanic Americans; Literature Reviews; *Minority Group Influences; *Qualitative Research; Socialization; Socioeconomic Influences; Teacher Influence; Teaching Models; Two Year Colleges
IDENTIFIERS- *Focus Groups; Hispanic American Students; Latinos

This paper provides theoretical background and methodology for a focus group study of influences on first-time Latino community college students. The first chapter identifies the need for research on Latino students, citing high attrition rates and focusing on three critical dynamics: making the transition to college, making connections on campus through student involvement, and influences on students' perceptions of their learning ability. The second chapter provides a review of research on first-year and Latino students, offering a theoretical perspective for the focus group study. The literature reviewed in this section indicates the following: (1) despite the 90% growth of Latino student enrollment between 1980 and 1991, colleges are not retaining these students; (2) student-related factors influencing attrition include poverty, unemployment, social class origins, inadequate academic preparation, weak study habits, self-doubt, low self-esteem, and cultural separation; (3) Latino college students face issues of changing identity, breaking cultural ties and family codes of loyalty and unity; and (4) student perceptions about learning ability are influenced by previous academic achievement and past interactions with faculty and peers, both in- and out-of-class. The final chapter reviews the methodology of a qualitative, focus group study of the attitudes and experiences of 17 first-time Latino students at a California community college and 13 at a Texas community college. This chapter also argues for the use of qualitative research not to draw statistical conclusions, but to uncover insights from student voices. Focus group questions are appended. (Contains 105 references.) (KP)

ED 380 180 PS 022 276

Garland, Diana S. Richmond
Church Agencies: Caring for Children and Families in Crisis.
PUB DATE- 94
NOTE- 327p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; *Child Welfare; *Church Programs; *Church Role; Family Programs; *Social Services; Youth Agencies
IDENTIFIERS- Family Support; Historical Background; Program Characteristics

Noting that over 90 percent of private child welfare agencies in the United States are church related, this book expands the rather limited professional literature on the distinctive characteristics of a church context for providing social services to children and families. The two parts of the book deal with the foundations of the church's care for children and families in crisis, and current and future directions for the church's family ministries. Following an introductory chapter on trends in family services and the role of the church, the second chapter describes the role of Christian scripture and theology as an impetus and a value base for caring for children and families. Chapter 3 reviews the historical role of the

(EOG) tests; low income group EOG test performance; 1993 writing tests and high school writing failures; high school low achievement ratings; placement in special programs for students identified as learning disabled or behaviorally/emotionally handicapped; poor academic performance in reading and mathematics; and other measures of academic success. The results, presented in graphic format, show that white females were the most successful group, while black males were the least successful group. Major findings are: (1) black students are most likely to come from low-income single-parent families; (2) more than half of black students scored in Levels I and II on the 1993 End-of-Grade tests, compared to less than 20% of white students; (3) when low achievement scores are analyzed separately for students receiving free or reduced-price lunch, gaps still existed between race and gender groups; and (4) the United States History End-of-Course test was the one achievement measure on which males in all three racial categories had fewer low scores than females. (AP)

ED 380 199 PS 022 996

A Framework for Improving Outcomes for Children and Families.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; Lilly Endowment, Inc., Indianapolis, Ind.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Mar 94
NOTE- 62p.; This paper was developed through the Improved Outcomes for Children Project (IOCP).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Involvement; *Community Services; *Community Support; Early Childhood Education; Educational Environment; Financial Support; *Program Effectiveness; Program Improvement; School Community Relationship; Training; Young Children
IDENTIFIERS- *Family Support

This paper describes key elements and strategies of a system whereby communities can provide more effective support and service systems. It is intended as an overall framework for improving children's educational outcomes by helping prepare all children for successful participation in school, strengthening family capacities to support their children's educational progress, and ensuring the effective function of community services. The framework is intended to serve all families rather than just those in need of particular services. The paper provides guidelines for the following issues: (1) shifting to outcome accountability, and the process of selecting and using outcome measures; (2) developing effective services and supports; (3) building a stable financial base for services; (4) forming the collaborative community governance; and (5) implementing cross system staff development and training. The conclusion section of the paper notes that the real measure of progress for communities is whether trends change in the direction of the desired outcomes in the long term, but that it is also important to establish shorter term goals that can help communities know if they are on the way toward long-term outcomes. Figures relating to the framework are appended. (AP)

ED 380 200 PS 022 997

Jang, Younghee; Mangione, Peter L.
Transition Program Practices: Improving Linkages between Early

IDENTIFIERS- Family Support; *Kellogg Foundation; *National Association Educ of Young Children; National Education Goals 1990; Networks (Persons)

The first of the National Education Goals calls for every child to be ready to learn when entering kindergarten. Noting that children are more likely to succeed when schools and families are prepared for each other, this book describes the grassroots efforts of The W.K. Kellogg Foundation School Readiness Initiatives to link families, schools, and communities in a variety of settings and populations. After background information on the national education goals, professional practices, and public policies that aim at providing high-quality experiences for young children, Chapter 1 introduces the emergence of the 20 Initiatives and their efforts to translate national aims into daily action. The second and third chapters discuss core strategies to prepare children and schools for each other. Chapter 2 focuses on family-oriented strategies, such as strengthening families, including communities for the children's progress, and promoting cultural competence by using culturally sensitive strategies and materials. Chapter 3 discusses strategies that engage the community, such as building on community assets, assessing community resources, and collaborating with local agencies and programs. In addition, emphasis is placed on working for results, looking for partners, generating publicity, and creating a bigger dream by nurturing local leadership. An appendix contains descriptions of each Initiative, including names of contact persons, the population served, and the nature of the initiatives and their successes. (BAC)

ED 380 218 PS 023 054

Swick, Kevin J.; Tromsness, Melissa E.
A Follow Up Study of Selected South Carolina Parent Education/Family Literacy Projects: 1994.
PUB DATE- Jan 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Early Childhood Education; *Family Involvement; Family Programs; Family School Relationship; *Literacy Education; *Parent Child Relationship; *Parent Education; Parent Influence; Program Evaluation; School Readiness; Training
IDENTIFIERS- *Family Literacy; *Family Support; South Carolina

This report provides the 1994 follow-up evaluation of the Early Childhood Parent/Education Family Literacy Project in South Carolina, first evaluated in 1993. The objective of the evaluation was a comprehensive review and analysis of program components and elements as designed and implemented by 12 pilot projects. Highlights from the 1993 evaluation of the pilot projects, background information on the evaluation framework for the 1994 follow-up survey, a summary report on the 1994 evaluation, individual profiles of the projects participating in Parent/Education Family Literacy Projects for 12 counties, and recommendations for further parent education/family literacy program development and evaluation are included. Activities of each of the 12 programs are described in the areas of parent education, adult education family literacy, and child and family services. The survey findings indicated that the 12 participating projects have made significant gains since the 1993 evaluation, in terms of increasing services to all

Teachers; Professional Development; *Professional Recognition; Teacher Attitudes; *Work Environment
IDENTIFIERS- Australia

A number of environmental influences--social, cultural, political, economic, and personal--work against the development of sustained professional practice and a professional self-image in qualified staff in early child care centersin Australia. These influences derive from the low professional status of child care workers, the physical and emotional intensity of child care work, poor salaries and opportunities for career advancement, and conflicting social ideologies about child care work. Burnout, a form of psychological or physical exhaustion that occurs frequently in human service occupations, is generally a three-stage process that starts with self-doubt and blame, becomes growing disillusionment with work and life in general, and culminates in complete physical and emotional exhaustion. Burnout is a multi-dimensional problem and should be viewed as a process and not a product, to avoid oversimplifying the concept and providing ineffective "quick fixes." Using a multidimensional approach rather than a one-dimensional approach to identify some likely causes and constructive ways of combatting burnout should focus on the following areas: administration and management; staff well-being; staff-child and staff-parent relationships; and program quality. Burnout is a process that can be prevented in early childhood centers by developing a multi-dimensional approach that can contribute to a positive work environment. Contains 10 references. (BAC)

ED 380 236 PS 023 150

Guia Para Ver La Television En Familia (Guidelines for Family Television Viewing). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 3p.; Spanish translation of ED 320 662.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Family Problems; Guidelines; *Parent Responsibility; *Parent Role; *Programming (Broadcast); Social Action; *Television Commercials; *Television Viewing; *Violence
IDENTIFIERS- ERIC Digests

This ERIC digest addresses problems associated with children's excessive viewing of television programs and commercials and provides suggestions to help parents guide their children's television viewing. Children who watch television 3 to 5 hours a day have little time for other activities such as play, reading, and talking with others. Excessive television viewing may have a detrimental effect on children's learning and school performance. The amount of violence depicted on television is increasing. The average child views more than 20,000 commercials a year, and by doing so, may acquire a distorted picture of appropriate eating habits. A study found a direct relationship between amount of television viewing and children's risk of obesity. In this digest, parents who wish to address the problems associated with excessive television viewing are advised to: (1) know how much television their children watch and set limits on the amount of viewing; (2)

*Integrated Services; Rural Areas; *Rural Schools; *School Community Relationship; *Shared Facilities; Social Services

Service integration entails the delivery of educational, health, and social services to children, youth, and their families through collaborations that include schools and major health and social service providers. Organized as a series of questions, this monograph provides information and insights on the process of service integration, particularly as it pertains to rural schools and community agencies. Part 1 examines definitions of service integration and related concepts; needs of rural children, youth, and families; problems addressed by service integration; recommended policies; models that are being implemented; implications for educators; activities of the 10 regional educational laboratories; and the policy statement of the National Rural Education Association. Section 2 addresses the views of rural practitioners on the roles of rural teachers and administrators, unique strengths of rural schools and communities, barriers to service integration, services offered and not offered in rural areas, location of service delivery, target populations, planning, parental acceptance, school's role in governance, available resources, state mandates, and evaluation data. This section concludes that the success of service integration depends on financial, human, technical, and knowledge resources, as well as on creative mechanisms to overcome resource deficiencies. Section 3 discusses the role of rural teachers and administrators in planning; delineates planning guidelines; and presents information on implementation in Kentucky, New Jersey, and Delaware. This monograph contains 98 references. Appendices include funding sources; resources available from regional educational laboratories; sample survey forms for parents, students, and teachers; regional and national organizations; state, local, and university resources; audio and video tapes; and resource briefs available from the National Center for Service Integration. (JAT)

ED 380 253   RC 019 989

Gamble, Linda
Preparing Rural Special Educators Using Distance Learning Technologies.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Distance Education; Educational Needs; Elementary Secondary Education; External Degree Programs; Geographic Isolation; Higher Education; *Inservice Teacher Education; Interactive Television; Outreach Programs; *Professional Continuing Education; *Rural Education; Rural Schools; *Special Education Teachers; Teacher Shortage
IDENTIFIERS- *Maine

This report characterizes the problem of shortage of qualified special educators in rural schools and describes the Rural Special Educator Project developed to address this problem in Maine. The traditional model demanding that individuals wishing to broaden their skills must leave their community to receive training works in direct opposition to the maintenance of strong community ties. This project forges tighter bonds between teacher and local schools through applied educational opportunities. The project goal is to make special education training at the baccalaureate degree level available and

The development of the place value system and its universal use demonstrate the elegance and efficiency of mathematics. This paper examines the concept of place value by: (1) presenting the historical development of the concept of place value in the Hindu-Arabic system; (2) considering the evolution of the number zero and its role in place value; (3) discussing the difficulties children have in understanding place value; (4) describing strategies to teach place value and 12 teaching activities that utilize manipulative materials and hands-on approaches; (5) discussing how the suggested activities make the transition from concrete experiences to symbolic understanding of place value; and (6) suggesting ways to assess children's understanding of place value. (Contains 16 references.) (MDH)

ED 380 271 SE 054 250

Collison, George E.
Teacher Attitudes toward Hands-on Science Instruction Versus Traditional Teaching Methods.
PUB DATE- 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Equipment; Elementary School Teachers; Intermediate Grades; Junior High Schools; Middle Schools; *Science Instruction; *Science Teachers; Secondary School Teachers; Surveys; *Teacher Attitudes; Teacher Education; *Teaching Methods
IDENTIFIERS- *Hands on Science

Attitudes of middle grade science teachers toward use of hands-on science were examined through the use of a 12 question Likert scale survey. The population consisted of Georgia Southwestern College Graduate School Division of Education students attending the Fall Quarter, 1993. Subjects selected were teachers who had taught or were currently teaching science in grades four through eight. Twenty-one subjects (N=21) completed the survey. Analysis of results revealed: (1) all teachers supported the use of hands-on science instruction; (2) a majority of teachers believed they were adequately prepared by their undergraduate (57%) and inservice training (67%) to conduct hands-on science; (3) a majority of teachers (71%) consider their classrooms to be inadequately equipped to conduct hands-on science; and (4) the majority of teachers (86%) using hands-on science less than or equal to 25% of classroom instruction time reported their classrooms as poorly equipped for hands-on science instruction. Survey results suggest that investment in science laboratory facilities and easier procurement methods would increase the use of hands-on science instruction. Survey instrument included. (Contains 55 references.) (Author/LZ)

ED 380 272 SE 055 454

Stanwood, Bill
Recology: Material Conservation Program Fieldbook.
PUB DATE- 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Constructivism (Learning); *Educational Change; Elementary School Teachers; Elementary Secondary Education; *Mathematics Instruction; *Mathematics Teachers; Models; *Reflective Teaching; Secondary School Teachers
IDENTIFIERS- Reform Efforts

Because change in mathematics teachers' instructional practices is fundamental to the vision of school mathematics education embodied in the NCTM Standards documents, it is critical that mathematics teacher educators develop a thorough understanding of the process of change in teaching practice. To date, the process of change has remained somewhat intractable. In order to better understand the process, a model for conceptualizing teacher change developed during a two-year study of mathematics teachers' implementation of an innovative curriculum program. The model is based on a constructivist view of teaching and learning and evolved as the study unfolded. Contains 19 references. (Author/MKR)

ED 380 293 SE 055 950

Enz, Judith; Diffenderfer, Susan
Ecology: Learning To Love Our Planet. A Self-Directed Learning Experience. Grades K-8.
PUB DATE- 94
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Art Activities; *Ecology; Elementary Education; Environmental Education; *Independent Study; Instructional Materials; *Interdisciplinary Approach; Learning Activities; Scientific Concepts; Thinking Skills; Units of Study; Vocabulary Development
IDENTIFIERS- Environmental Concepts

This self-directed study unit for grades K-3 and 4-8 was developed expressly to transport the student from the position of passive recipient to active participant in his/her own pursuit of knowledge. Within the guide are two complete units: one created for the lower elementary student and one for the upper elementary/middle school student. Units emphasize higher-level thinking skills and are interdisciplinary in content. A teacher's section discusses the philosophy behind the unit; the format; suggestions for getting started, further research, and adapting the unit; and 13 suggested readings. The lower elementary unit covers basic ecological concepts and vocabulary such as an awareness of ecosystems, energy cycles, populations, and pollution. The upper level unit covers ecological change, food webs, ecology careers and ecologists, and sustainable lifestyles, in addition to vocabulary and basic ecological concepts. Both units involve students in simple activities and library research. Additional sections provide instructions for seven complimentary art activities, information on environmental organizations, and a 20-item bibliography. (LZ)

ED 380 294 SE 055 952

Hocking, Colin; And Others
Global Warming & the Greenhouse Effect. Grades 7-10. Teacher's Guide. Great Explorations in Math and Science (GEMS).
PUB DATE- 90
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Consciousness" (Shelley Berman). The other articles are presented in five sections. The first section, "Our Relationship to Society," contains: (1) "What Should Schools Teach and Students Learn?" (Vito Perrone); (2) "Is Education for Social Responsibility Anathemic to American Culture? (The answer should be no, but is it?)" (Milton Kleg); and (3) "An Inclusive Reality" (Michael Hartoonian). The second section is "Understanding our Interdependence" and contains three articles: (1) "Conflict Resolutionland: A Round-Trip Tour" (William J. Kreidler); (2) "A New Way of Fighting: Resolving Conflict Creatively" (Linda Lantieri; Tom Roderick); and (3) "Reflections on Conflict Management as an Empowering Process for Students...And for Me" (Joan May T. Cordova). The third section, "Opportunities for Social Contribution," contains one article: "Human Rights Education: A Statewide Commitment" (Nancy Schniedewind; Bonne Sue Adams; Winifred Evers Pardo). The fourth section, "Developing Participatory Understanding," contains three articles: (1) "A Democratic Approach to Teaching about the U.S. Constitution" (Clarissa Sawyer); (2) "Stepping into Other Perspectives: Holistic History and Students at Lakeside School" (Dwight Gibb); and (3) "Using Oral History to Address Social Issues in the Social Studies Classroom" (Sam Totten). The fourth and final section is "Exploring Real World Issues" and includes three articles: (1) "Be Prepared: Using Controversial Topics or Methods in the Classroom" (John Zola); (2) "Teaching for New Ways of Thinking: The ESR Soviet Education Project" (Larry Dieringer); and (3) "Challenges in the ESR-Soviet Collaboration" (Alan Shapiro). (DK)

ED 380 315 SO 024 121

Ransome, Whitney
What Every Girl in School Needs To Know.
PUB DATE- Apr 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Educational Research; Equal Education; *Females; Justice; Secondary Education; *Sex Bias; *Sex Differences; Sex Discrimination; *Sex Role; *Sex Stereotypes; *Single Sex Schools; Student Development

This document provides a brief overview on the short-changing of girls in the education system. The paper suggests one solution may lie in the single-sex school for girls. Girls' schools are united in a long-standing commitment to learning environments that place girls first and foremost. All mentors and roles models provided are female, so that the chilly classroom climates are eliminated. A short review of the research on present practice suggests that females are treated as second-class citizens in many classrooms. Several benefits are suggested for participating in an all girls' school. (EH)

ED 380 316 SO 024 122

Hillerson, Gary R.; Hull, Arthur
Rhythmical Alchemy: Village Drumming with Arthur Hull.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

treatment procedures are discussed. Rehabilitation information and procedures are provided in the following areas: awareness and orientation; motor, sensory, cognitive, emotional, behavioral, and social rehabilitation; communication; and family considerations. The implications of substance abuse and post-traumatic epilepsy with the head-injured individual are also reviewed. The paper finds that music therapy has been shown to have a viable role in neuropsychological rehabilitation. The paper concludes with the hope that interdisciplinary teams will become more aggressive in including music therapists as part of the team, and the team as a whole will work to provide the best possible rehabilitation approach. An appendix summarizes the eight levels of the Rancho Los Amigos Scale of Cognitive Functioning. (Contains 22 references.) (JDD)

ED 379 875 EC 303 748

Carr, Theresa, Ed.
Assistive Technology: Enhancement for Daily Life.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Deaf Blind; Electronic Equipment; Equipment Evaluation; Financial Support; *Mobility Aids; Selection; Sensory Aids; *Technological Advancement; Technology; Transitional Programs; Youth

This theme issue of a newsletter that focuses on transition of youths who are deaf-blind discusses the topic of assistive technology. An introduction introduces the issue and notes the vast array of homemade low technology and commercially available high technology assistive aids and devices that enable adults with sensory disabilities to live, work, and play more competently and safely. "How Assistive Technology Enhances Carol's Life" presents an interview with a high school student with deaf-blindness about her use of mobility and communication aids in her daily routine. "A Sampling of Assistive Technology Used by Individuals Who Are Deaf-Blind" describes telephone devices, assistive listening devices, alerting systems, clocks, closed caption decoders, mobility aids, and other communication technology for braille users and print users. A chart lists potential funding sources for assistive technology. Guidelines are offered for identifying, selecting, creating, and evaluating assistive technology. The newsletter issue concludes with a list of assistive technology resources, including organizations and publications. (JDD)

ED 379 876 EC 303 750

McEvoy, Mary; Reichle, Joe
Developing and Evaluating a Model of Inservice and Technical Assistance To Prevent Challenging Behavior in Preschoolers. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 31 Jan 95
NOTE- 497p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.

position statement of the National Association of School Psychologists. (DB)

ED 379 894 EC 303 768

Burgstahler, Sheryl
Improving Campus Attitudes about Students with Disabilities.
PUB DATE- Jul 94
NOTE- 15p.; Paper presented at the Annual Conference of the Association for Higher Education and Disability (Columbus, OH, July 27-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attitude Change; *College Faculty; College Students; Compliance (Legal); *Disabilities; *Faculty Development; Higher Education; Student Personnel Services; *Teacher Attitudes
IDENTIFIERS- *Attitudes toward Disabled; *University of Washington

This paper summarizes research on the attitudes of college faculty and staff toward students with disabilities and then offers some practical approaches for improving these attitudes. Research is reported which has identified factors associated with different attitudes. These include previous contact with individuals with disabilities, gender, intellectual discipline, level of information about individuals with disabilities, and terminology used to describe individuals with disabilities. Suggestions for improving attitudes focus on increasing faculty awareness about legal requirements, disability types, strategies for working with students with disabilities, and accommodations to increase independence and productivity. Examples are given from Project DO-IT (Disabilities, Opportunities, Internetworking, and Technology) at the University of Washington. This project includes presentations to faculty; opportunities for faculty to teach students with disabilities; and distribution of publications, videotapes, and electronic resources. A sample text for a faculty brochure is attached. (Contains 16 references.) (DB)

ED 379 895 EC 303 770

Beam, Gail Chasey; And Others
Introduction: Getting Started. Teams in Early Intervention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 93
NOTE- 75p.; For related documents, see EC 303 771-775.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Cultural Differences; Cultural Influences; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; Health Personnel; Inservice Education; *Interdisciplinary Approach; Occupational Therapy; Physical Therapy; *Professional Development; Speech Language Pathology; Speech Therapy; *Teamwork; Therapists;

Chatham, James R.
Dissertations on Ibero-Romance Languages and Linguistics Accepted at Iberian Universities Since 1980.
PUB DATE- 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographic Records; Bilingualism; *Doctoral Dissertations; Foreign Countries; Latin American Culture; *Literature Reviews; Portuguese; Reference Materials; *Romance Languages; Second Language Learning; Spanish; Uncommonly Taught Languages
IDENTIFIERS- Brazil; *Portugal; *Spain

This bibliography is the first part of an update of the "Western European Dissertations on the Hispanic and Luso-Brazilian Languages and Literatures: A Retrospective Index (1984)," which lists 6,050 dissertations from the early 19th century through 1980. Twenty universities on the Iberian Peninsula granted approximately half of the total for Western Europe. The scope of the 528 dissertations listed in this supplement is limited, with a few exceptions, to doctoral dissertations on the Romance languages and dialects of Portugal, Spain, and Ibero-America. Also included are studies of bilingualism, translations, and pedagogy involving Catalan, Galician, Portuguese and Spanish. Dissertations on aspects of second language teaching or learning are listed, and studies and editions of historical documents, "fueros," chronicles, and histories of the Middle Ages are included. Entries are also given for studies of library collections, archives, and the press. This update was made through study of records at universities in Madrid and Lisbon and consultation of other published sources. The bibliography includes an author list and an index. (Contains 6 references.) (CK)

ED 379 914 FL 022 681

Olson-Johnson, Susan
A Contrastive Analysis of Mandarin Chinese and American English Letter-Writing Formats and an Investigation into the Instruction of These Formats.
PUB DATE- 94
NOTE- 6p.; In: Proceedings of the Annual Meeting of the Deseret Language and Linguistics Society (Provo, UT, 1993), p158-162, 1994.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Children; *Chinese; Chinese Culture; College Students; *Comparative Analysis; English; *Letters (Correspondence); *Mandarin Chinese; Native Speakers; Textbook Content; *Writing (Composition); Writing Assignments; Writing Evaluation; *Writing Skills

This paper compares the prescribed American and Chinese letter writing formats as outlined in texts and examines actual letters from American and Chinese writers to determine how they compared to these formats and, if they differed, to identify possible reasons for these differences. After teaching students of Mandarin Chinese a basic lesson on how to write letters in Chinese, the author examines the effect of instruction in Chinese letter format by assigning each to write a letter. English and Chinese texts were used; the first were written for

EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Error Analysis (Language); *Error Patterns; Foreign Countries; *French; Government Employees; Instructional Effectiveness; Native Language Instruction; Second Language Instruction; *Spelling Instruction; Teaching Methods; *Word Processing
IDENTIFIERS- Spelling Errors

A study was undertaken to determine the effectiveness of a spelling instruction method using a computer spell-checking program. The proposed teaching methodology is supported by theoretical hypotheses drawn from the field of cognitive psychology associated with the learning of spelling and pedagogical principles associated with the teaching of spelling. Subjects were 20 francophone and 5 anglophone federal employees in Canada. All were pretested for French spelling problems using a standardized test. After familiarization with the operation of the computer software, students engaged in structured exercises involving editing and correction of spelling over a period of four weeks, in two sessions a week. The exercises were based on individual spelling problem patterns. Subjects were then post-tested with the same standardized instrument used for pre-testing. Results indicate that the intervention was effective for certain error types, but some inadequacies were found in the grammatical typology used and in the lexical distinctions possible with the spell-checker. The software was found to be useful for identifying subjects with a deficient strategy for correction. The method is seen as having significant potential for instructional purposes, especially with some further software development. (MSE)

ED 379 934 FL 022 792

Darnall, Cliff
Oral Activities for the High School Japanese Language Classroom.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (28th, Atlanta, GA, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjectives; Class Activities; Classroom Techniques; *Games; High Schools; Instructional Materials; *Interpersonal Communication; Interviews; *Japanese; *Oral Language; Second Language Instruction; *Second Languages; Skill Development; Worksheets

A group of classroom activities to develop oral Japanese skills at the high school level are described, with illustrations and, in some cases, student worksheets. The activities include: (1) a game for determining the appropriate referent for an adjective; (2) a paired-student activity in which students match individuals with characteristics; (3) a board game, with cue cards and answer cards provided; (4) a game in which students find a classmate who has a specific characteristic; (5) a personal oral interview exercise; and (6) a game for discovering shared interests. A list of additional resources for oral activities appropriate to the high school classroom is appended. (MSE)

NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; *Classroom Environment; Classroom Techniques; Course Evaluation; *Curriculum Design; Curriculum Development; *English (Second Language); Foreign Countries; Group Activities; *Grouping (Instructional Purposes); Higher Education; Independent Study; *Multilevel Classes (Second Language Instruction); Needs Assessment; Second Language Instruction; Student Needs

The book is intended as a practical guide for English-as-a-Second-Language (ESL) teachers with mixed-level classes. It begins with a discussion of multilevel classes, factors to consider in deciding how to teach them, reasons for their existence, and their problems and advantages. It then addresses curriculum planning, using a sample class for illustration, and issues in assessment of student needs, student progress, and instructional effectiveness. A chapter on classroom management looks at techniques for developing group identity, ability grouping, and teaching small groups. A chapter outlining whole-class activities offers ideas and techniques for start-up exercises, tasks performed at different levels, and activities that incorporate a variety of tasks. Three kinds of within-class grouping are then discussed: ability-level; cross-level; and jigsaw, in which students are initially ability-grouped and given information unknown to the rest of the class, then rearranged into mixed-level groups, in which there is one student from each ability level, for a specific task. Similarly, a chapter is devoted to pair work, both ability-grouped and cross-ability. Ideas for setting up a self-access resource center are outlined, and a sample lesson sequence is presented. The final chapter lists additional resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 954 FL 800 880

Fischer, Joseph C.
Worker Education Program 1992-93. Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 14 Jul 94
NOTE- 34p.; For related documents, see FL 800 881-883.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Adult Basic Education; Adult Literacy; Attendance Patterns; *Basic Skills; Case Studies; Classroom Techniques; Curriculum Design; Educational Needs; Educational Strategies; *English (Second Language); Immigrants; *Job Skills; Limited English Speaking; *Literacy Education; Needs Assessment; Outcomes of Education; Personal Narratives; *Program Design; Program Effectiveness; Program Evaluation; Second Language Instruction; Student Characteristics
IDENTIFIERS- Workplace Literacy

An adult workplace program of literacy and basic skills is described and evaluated both for its effectiveness in the year 1992-93 and as a model for similar program efforts elsewhere. The evaluation addresses three specific program objectives: (1) establishment of a governance structure to assess actual workplace literacy requirements at the target factories; (2) implementation of procedures for recruiting, assessing, identifying, and developing individualized education plans for each participant; and (3) provision for classes enabling

Language Programs. First Edition.
PUB DATE- 95
NOTE- 570p.; Projected as an annual publication.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Colleges; Eligibility; Foreign Countries; Higher Education; *International Education; *International Programs; Program Content; *Program Descriptions; Second Language Programs; *Study Abroad; *Summer Programs; Universities

This guide provides descriptions of over 900 summer academic and language study-abroad programs in 80 countries that range from 1-week language study courses to full-summer university programs. An introductory section provides general information on study abroad programs and the use of the guide. The bulk of the guide consists of individual program descriptions, arranged geographically by country and city. Each listing provides information on program sponsor and name, academic focus, venue, dates, eligibility requirements, details, housing, schedule, costs, and contact point. Twenty-eight multi-country programs are also listed. Programs are indexed by field of study, program sponsor, host institution, and internship availability. (MDM)

ED 379 973   HE 028 073

Peterson's Grants for Graduate & Postdoctoral Study. Fourth Edition.
PUB DATE- 95
NOTE- 520p.; Previously published as "Peterson's Grants for Graduate Study" and as "Peterson's Grants for Post-Doctoral Study".
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Awards; Eligibility; Exchange Programs; *Fellowships; Financial Support; *Graduate Study; *Grants; Grantsmanship; Higher Education; Internship Programs; *Postdoctoral Education; *Program Descriptions; Proposal Writing; *Scholarships

This guide provides descriptions of over 1,400 fellowships, scholarships, research and travel grants, exchange programs, internships, training programs, awards, and prizes available for graduate and postdoctoral study and research. An introductory section provides general information on the grant-seeking process, proposal writing, and the use of the guide. The bulk of the guide consists of individual award descriptions, arranged alphabetically. Awards offered by colleges, universities, academic organizations, government agencies, foundations, museums, and other organizations are included. Each listing provides information on award sponsor and name, contact point, program description, award type, eligibility requirements, and application procedures. Awards are indexed by subject area and applicant characteristics (such as citizenship, gender, ethnic background, and disability). (MDM)

ED 379 974   HE 028 074

pluralistic, interdisciplinary analysis based on the categories of sex, class, and race. A copy of a faculty questionnaire is appended. (Contains 33 endnotes.) (JDD)

ED 379 994   HE 028 109

Creal, Richard C.; Beyer, Kirk D.
Administrative Compensation Survey 1994-95.
PUB DATE- Jan 95
NOTE- 138p.; For the 1993-94 survey, see ED 369 311.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *College Administration; Colleges; Comparative Analysis; *Compensation (Remuneration); Higher Education; Minority Groups; National Surveys; Privatization; *Salaries; Sex; Tables (Data); Trend Analysis; Two Year Colleges; Universities

This 18th annual administrative compensation survey is designed to provide the most comprehensive and up-to-date salary data available for college and university administrators. The benchmarking resource provides comparison salary data for 168 administrative positions found in colleges and universities nationwide, based on responses from over 1,500 institutions. The positions include those in executive, academic, administrative, external affairs, and student services areas. Introductory material outlines the survey methodology, a profile of participating institutions, and 1994-95 salary increases. General tables provide data on all institutions by budget quartiles and by enrollment quartiles, and on public, private/non-religious, and private/religious institutions by budget quartiles and by enrollment quartiles. Comparative tables display data on salary percentiles for all doctoral institutions, all comprehensive institutions, all general baccalaureate institutions, and all two-year institutions and then data by budget range within each institutional classification. Special tables offer data comparing males and females, minorities and non-minorities, and inside and outside hires, by institutional classification. A final table compares median years of service by institutional classification. Appendices list responding institutions and institutional classification codes and provide a copy of the survey questionnaire packet. (JDD)

ED 379 995   HE 028 110

Chief Executive Compensation and Benefits Survey, 1993.
SPONS. AGENCY- American Council on Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.
PUB DATE- 94
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *College Presidents; Colleges; *Compensation (Remuneration); *Employment Practices; *Fringe Benefits; Higher Education; National Surveys; *Personnel Policy; Profiles; Recruitment; Retirement Benefits; *Salaries; Tables (Data); Universities

Using Program Reviews for the Evaluation of Pedagogy.
PUB DATE- Nov 94
NOTE- 31p.; Paper presented at the Conference on Current Collegiate Faculty Evaluation Practices and Procedures of the Center for Educational Development and Assessment (San Juan, PR, November 7-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Instruction; Content Analysis; Course Descriptions; Ethnography; Evaluation Methods; Faculty College Relationship; Faculty Development; *Faculty Evaluation; Higher Education; Peer Evaluation; *Program Evaluation; *Reflective Teaching; *Self Evaluation (Individuals); Teacher Attitudes
IDENTIFIERS- *Ramapo College of New Jersey

Ramapo College of New Jersey has implemented a program review with self-reflective pedagogy as a critical component. The review is a self-study that encourages faculty to use peer observation to evaluate and improve their pedagogy. The review encourages all faculty regardless of rank to serve as both observers and the observed in a series of visits. The review also encourages: various types of in-class assessment; content analysis of syllabi; evaluation of the stage of curriculum transformation as indicated by syllabi; and ethnographic exercises, such as analyzing physical arrangement of classrooms and faculty movements within classrooms. Faculty are asked to reflect on their modes of pedagogy and to make connections between form and content in presentation of course materials. Though faculty have been skeptical of the self-study, making pedagogy its central feature can underscore the value the institution places on teaching and learning. Appendixes contain an observer checklist and the syllabus from a social issues course used as an example in discussing the content analysis procedure. (Contains 15 references.) (JB)

ED 380 015 HE 028 130

Fernandez, Rosa
Fall Staff in Postsecondary Institutions, 1991. E.D. TABS.
PUB DATE- Feb 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Characteristics; College Administration; *College Faculty; Colleges; Community Colleges; Educational Trends; *Employment Patterns; Employment Statistics; Full Time Faculty; *Higher Education; *Institutional Characteristics; Part Time Employment; Part Time Faculty; *Postsecondary Education; Professional Personnel; Research Assistants; *School Personnel; Sex Differences; Tables (Data); Teacher Characteristics; Universities
IDENTIFIERS- Full Time Employment; Integrated Postsecondary Education Data System

This report presents 28 tables of data about staff employed by postsecondary institutions in the fall of 1991, using data from the Integrated Postsecondary Education Data System (IPEDS). The data indicate the number of staff employed by postsecondary institutions by staff categories such as faculty, managers, and research assistants and by personal characteristics such as

*Higher Education; Public Colleges; Public Support; School Funds; *State Aid; State Government; Trend Analysis
IDENTIFIERS- *Alabama

This report presents recommendations for a Unified Higher Education Budget for Alabama for fiscal year 1995-96. The recommendations are designed to effect improvements in the allocation of scarce education resources. An introductory section analyzes higher education funding over the 23-year period that the state-mandated unified budget recommendations have been prepared, concluding that higher education has made little relative progress in funding. Two funding recommendations are then presented: the amount needed for Alabama higher education to provide competitive education, and the amount recommended based on availability of only a 7.5 percent increase over the previous year's appropriation. Detailed tables present the recommended amounts for each institution of higher education, the 1993-94 and 1994-95 appropriations, and regional standards. Subsequent sections of the report describe: (1) funding formulas used in arriving at recommended levels of funding, (2) basic data elements and the derived statistics which are inputs to the formulas used in determining regional standards, (3) historic time-series of student headcount and full-time equivalents for public two-year institutions of higher education, and (4) critical capital funding needs. (JDD)

ED 380 034 HE 028 150

Jaramillo, James A.
Current Mexican-American and Chicano Studies Undergraduate College Programs in the United States.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classification; *College Programs; Higher Education; *Incidence; Mexican American History; Mexican American Literature; *Mexican Americans; Multicultural Education; *Undergraduate Study
IDENTIFIERS- *Chicano Studies; *Mexican American Studies

This study conducted a library literature search of college guides, directories, and catalogs to determine the number of undergraduate level Chicano/a Studies and Mexican-American Studies programs in the U.S. The analysis found that there were 76 undergraduate programs in these fields, including 20 at two-year colleges and 56 at four-year colleges. The program names included ambiguous terms not exclusively defined by ethnicity (Chicano, Mexican-American, Riqueno, Latino) but also defined by geography (southwest, borderlands, la frontera); subject matter (literature, history, education, culture, minority); geopolitics (Mexico-United States); race (La Raza); and specific personal name (Tomas Rivera Center). This finding led to the recommendation that each program be classified by its function as an academic and/or research center and that each program's output by academic or research function be measured, to help individuals determine how programs could meet their respective needs. (JDD)

ED 380 035 HE 028 151

Rice, Suzanne
The Evolution of the Concept of "Sexual Harassment" in Higher

Proceedings from a Symposium (July 23-24, 1993, Palo Alto, California).
PUB DATE- Jan 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Information; Futures (of Society); Group Discussion; *Information Services; *Information Technology; Librarians; Library Role; Library Services; Research Libraries; *Research Tools; *Strategic Planning; Technological Advancement; *User Needs (Information); Vendors
IDENTIFIERS- California (Palo Alto); Paradigm Shifts; *Research Libraries Group

The Research Libraries Group (RLG) hosted a symposium to explore opportunities for cooperative action--to take advantage of technology and to improve electronic access to information--particularly in the RLG context, and to develop strategies for making the most effective use of technology and electronic information in support of research and teaching missions of RLG member institutions. The program consisted of a keynote address, presentations on four main topics, six small group discussions, closing remarks, and a program wrap-up. In the keynote speech, "Knowledge Services in the Digitized World: Possibilities and Strategies" by Douglas E. Van Houweling, the role of the "new library" is defined, and fundamental questions are raised about the nature of the library business, the customers, and future needs. The first topic, "Local or Remote Access: Choices and Issues" by Nancy M. Cline, concerns selecting different modes of access to information and suggests strategies for making the right choices. In the second topic, "Building Xanadu: Creating the New Library Paradise," Jerry D. Campbell discusses a survey of faculty and students that illustrates the changing needs and expectations of users; highlights new opportunities for service through technology; explores the effects of new technologies on organizational structure and services; and suggests strategies for revitalizing library service. "Fair use" is examined in the third topic, "How Fair Is Use: When Publishing Is More Like Broadcasting?" by Kathryn M. Downing, in the context of promoting greater access to information. The copyright/licensing program used by the music industry is suggested as a possible model. The fourth topic, "Partners and Alliances" by Robert C. Berring, covers the need for librarians to form alliances with resourceful information vendors. Closing remarks were made by Kathleen Price in "Xanadu Revisited: Clothing the Emperor for the New Library Role in the Electronic Library Paradigm," and James Michalko presented the program wrap- up, "Challenges Facing the Research Libraries Group in the Coming Decade". Appendices provide cases in point (Project JANUS, the RICE program, and Project TULIP) as well as a profile and list of symposium participants. (AEF)

ED 380 054 IR 016 906

The National Education Goals Report. Building a Nation of Learners, 1994.
PUB DATE- 94
NOTE- 144p.; For the 1993 report, see ED 360 394 (vol. 1), ED 360 395 (vol. 2), and ED 360 396 (summary guide).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

electronic discussions. Discussion concentrates on graphical interfaces for electronic discussions, and includes issues such as coding data according to content description and affective quality, quantitative measure of network connections, and message act analysis. Data is illustrated in 6 figures. (Contains nine references.) (MAS)

ED 380 072 IR 016 993

Sitz, Robert C.
Exploring the Scope of Design Expression: A Visual Introduction.
PUB DATE- 95
NOTE- 11p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Architecture; Building Design; *Commercial Art; Course Descriptions; *Graphic Arts; Higher Education; Interior Design; *Journalism Education; *Mass Media Use; Scripts; *Visual Arts; Visual Learning; Visual Literacy
IDENTIFIERS- *Visual Communication Education; Visual Design

This document presents a definition and brief background of graphic design and visual education. It outlines a journalism and mass media course lecture which introduces students to the commercial scope of visual communications and the potentials of design. The script along with appropriate slide titles and descriptions, are provided to recreate the course lecture. First, the use of visual symbols and graphic expression at the time of the birth of the Confederate States of America--bank notes, confederate and union uniforms, and the stars and stripes--is examined in order to provide an historical context. Second, significant branded products utilized throughout history are discussed, including Kellogg, Quaker, Jim Beam, Camel, Ball, Campbell, and Arm & Hammer. Fourth, examples of architecture and environmental design that have contributed to the creation of a corporate identity such as Harrod's Department Store, the Citadel, Fallingwater, and Johnson Wax are described. Finally, some corporations' (Coca-Cola, BMW, and General Motors) communication-driven identities are explained. (Contains 16 references.) (MAS)

ED 380 073 IR 016 994

Pruisner, Peggy, A. P.
The Role of Color in Remembering Graphically Presented Information.
PUB DATE- 95
NOTE- 7p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Color; Comparative Analysis; *Graphic Arts; Higher Education; Instructional Design; Memory; Visual Arts; *Visual Learning; Visual Literacy
IDENTIFIERS- *Graphic Representation; Testing Time; Visual Cues;

synthesized from the parent fields of computer graphics, simulation, image analysis and applied art using the power of computers, multimedia, and hypermedia techniques to transform information into visual symbols, is recommended as a worthwhile teaching innovation to address the issue of imagery and concept formation. (Contains 19 references.) (MAS)

ED 380 091 IR 017 012

Buck, Mary
The Impact of Electronic Visualization: Concerns and Delimitations.
PUB DATE- 95
NOTE- 8p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Business; Computer Graphics; Computer Uses in Education; *Cultural Background; Design Requirements; Educational Background; *Educational Media; Graphic Arts; *Imagery; Instructional Design; Multimedia Materials; *Production Techniques; Training Methods; Visual Arts; *Visual Learning; Visual Literacy
IDENTIFIERS- Gender Issues

In response to the challenge of media technology and classroom cultural and educational diversity, this paper (1) presents a brief overview of historical literature on the suggestive powers of visual images in business and education, (2) analyzes the influence of audience diversity and biases during the production/selection of visual presentations, and (3) considers the delimiting form of new media presentations. Pedagogical and technological concerns have grown since the emergence of visually enhanced learning environments in the allied fields of business and education. Newly formed businesses which specialize in the creation of computer-generated and controlled images are examples of profitable and growing new media companies, which provide production, training, and consultation for their clients. Production and training, and cost-effectiveness are concerns for educational institutions as sophisticated electronic tools are implemented in classrooms. The advantages of using new technology for creation and display of visual images include easy manipulation to fit the customized needs of the user and saved production time and energy. In contrast, research suggests that images are also able to detract from learning, so new media productions can prove detrimental without proper training in design principles and awareness of related issues. Media producers can obtain positive results not only by skill but also by sensitivity to such issues as adverse reflection, equal reflection, along with awareness of target audience's cultural background, gender, and ethnic biases. (Contains 16 references.) (MAS)

ED 380 092 IR 017 013

Hergert, Tom; And Others
Two Applied Revisions of a Multimedia Tool: Assessing Attitudes Towards Computer Technology and Cultural Diversity.
PUB DATE- 95
NOTE- 5p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy

transmission (fax) as written communication tools used daily in their classrooms. In describing the project, they note that IRDP also developed the telecommunications network EduTex, which functions on the videotex system of the Swiss post office. Some 20 classes, most in French-speaking Switzerland, have participated in the project. Technical possibilities of the network were enriched two years ago with the creation of a telecommunications information server called EduServe. In most of the classes, a telecopier was also used. The two teachers describe their experiences and those of their colleagues to demonstrate that the use of telecommunications is beneficial for learning and can provide valuable support for both teachers and students. The project description is followed by descriptions of various activities carried out on the network during the last four years. Information provided in five chapters covers: (1) an introduction to telecommunications; (2) the characteristics of pedagogical telecommunications; (3) conditions necessary for effective interclass use of a computer network; (4) descriptions of network activities using Edutex-EduServe; and (5) technical information on EduTex and EduServe-Telefinder; the telecopier; facilitators for students and teachers including macros, HyperCard files, and instructions for installations; and the use and maintenance of the servers. Also included are a list of useful addresses and a matrix showing the classes participating in the project. (BBM)

ED 380 110   IR 017 042

Sabelli, Nora H.; Barrett, Lida K.
Learning and Technology in the Future. Report of a National Science Foundation Workshop (Washington, D.C., October 4-6, 1993).
PUB DATE- Oct 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; *Educational Assessment; Educational Change; Educational Development; Educational Objectives; Educational Quality; *Educational Technology; Elementary Secondary Education; Information Policy; *Strategic Planning; Teacher Role; *Use Studies; *Workshops
IDENTIFIERS- *National Science Foundation

A report of a National Science Foundation (NSF) Workshop highlights the thoughts of a group of experts on the basic underlying principles of technology use in education, goals for integrating technology into the educational system, and methods for further enhancing the quality of education through technology use. The workshop provided an open forum for a group of 50 individuals with different perspectives to address strategies and define the next steps for technology use in education with an overall focus on the issues of culture change in schooling. The report is broken into three parts: underlying principles, goals, and next steps. Principles that underlie effective and appropriate technology use in education include the following topics: curriculum integration; educational reform; models of the role of technology; financing technology; the role of teachers; learning outside of school; leadership; access to information; technology as a tool for inclusion; technology policy; and cooperation between the public and private sectors. Goals based on the underlying principles highlight the following: full participation in the global interactive community; a set of common tools and modes of technology; self-sustaining mechanisms for continuing are listed. Three figures illustrate the discussion. (Contains 6 references.) (SLD)

ED 380 127 IR 055 430

Caffarella, Edward; And Others
An Analysis of the Cost Effectiveness of Various Electronic Alternatives for Delivering Distance Education Compared to the Travel Costs for Live Instruction.
PUB DATE- 3 Jan 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communications Satellites; Comparative Analysis; *Cost Effectiveness; *Delivery Systems; *Distance Education; Educational Technology; Higher Education; Instructional Effectiveness; Nontraditional Education; Program Implementation; State Programs; Teacher Salaries; *Telecommunications; *Travel
IDENTIFIERS- Audiographics; *Colorado; Compressed Video; Vertical Blanking Interval

The feasibility and relative costs of four telecommunication systems for delivering university courses to distant locations in Colorado were compared. The four systems were compressed video, vertical blanking interval video, satellite video, and audiographic systems. Actual costs to install and operate each for a 5-year period were determined, without reference to costs for classroom remodeling, operational staffing, or instructional staffing, working on the assumption that annual maintenance would be 10% of purchase costs. Distance delivery costs were compared with that of having an instructor travel to the site. Instructor travel costs were determined for direct travel expenses and for instructor travel time. The least costly alternative was live instruction with the instructor traveling to the remote site for a semester compressed into a few weeks, a choice that would cost about one-third the cost of any alternative. The least costly electronic delivery modes were compressed video and vertical blanking interval video, which were relatively equal at $84 and $83 an hour. Compressed video would require many more hours and would result in a substantially higher annual cost. Instructional advantages of electronic delivery include the ability to spread a course out over the entire semester, which should enhance learning. (SLD)

ED 380 128 IR 055 431

Dowler, Earl R.; And Others
The HOTT Program. Higher Order Techno Thinking: Its Trials and Tribulations.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Computer Assisted Instruction; *Computer Mediated Communication; Computer Networks; Cultural Awareness; Educational Technology; Electronic Mail; Elementary School Students; Elementary Secondary Education; Graduate Students; Higher Education; Home Schooling; Independent Study; *Instructional Development; Junior High School Students; *Multicultural Education; Nontraditional Education; Role Playing; *Student Attitudes; Technological Advancement; Telecommunications

technology, the agendas for the workshop and forum, and biographies of the steering committee. (MAS)

ED 380 145 IR 055 453

Schwartz, Werner
The European Register of Microform Masters--Supporting International Cooperation.
PUB DATE- May 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Access to Information; Archives; *Databases; Foreign Countries; Information Storage; International Cooperation; *Microforms; *Microreproduction; *Preservation; Reprography
IDENTIFIERS- *European Register of Microform Masters

With almost every country in the world doing costly microfilming to preserve the world's printed heritage, it is essential to find a way by which these vast stores of information are not knowingly duplicated. A significant contribution to this effort has been the establishment of the European Register of Microform Masters (EROMM), a shared international standard database of microform master records for worldwide access. This report details EROMM's history, the circumstances of its founding, how it operates, and the role it will play in preserving crucial documents. Topics include: preservation; coordinated effort; the project phase (pilot database); EROMM as a permanent service; administration; installing the EROMM database; access; and EROMM systems. (MAS)

ED 380 146 IR 055 454

E. H. Butler Library Disaster Response Plan. Third Edition.
PUB DATE- Sep 94
NOTE- 50p.; For the 1991 edition, see ED 338 252.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accident Prevention; Administrative Policy; *Emergency Programs; Fire Protection; Higher Education; Insurance; *Library Materials; *Natural Disasters; Preservation; *Safety
IDENTIFIERS- *Disaster Planning; *State University of New York Coll at Buffalo

The purpose of this plan is to minimize the potential for disaster and to minimize damage to materials if a disaster should occur. It contains: emergency instructions; evacuation procedures; a disaster contact list; and sections on salvage priorities, prevention, protection, response, recovery, rehabilitation, disaster team responsibilities, insurance, disaster supplies, suppliers, and equipment. Procedures for handling damaged materials, which have been tested and accepted by many conservators and institutions concerned with the safety and care of library materials, are also provided. Three appendices include: (1) a floor plan of the E. H. Butler Library; (2) instructions on drying wet books and records; air-drying wet books and records; and recovery techniques for non-print materials; and (3) a record of disaster recovery activities for library and archival collections. (MAS)

Language students most likely to pay the increased fee. Many students enrolled in job training courses met the requirements for exemption from the differential fee. (MAB)

ED 380 163 JC 950 149

Daoud, Annette
City College of San Francisco Accountability Atlas: Annual Report of Institutional Effectiveness, Fall 1994.
PUB DATE- 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Accountability; College Faculty; Community Colleges; Educational Assessment; Educational Finance; *Evaluation Criteria; *Institutional Characteristics; Organizational Objectives; *Outcomes of Education; *Participant Satisfaction; School Demography; Statistical Data; Tables (Data); Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

The Accountability Atlas presents information about the students, programs, staff, and services of the City College of San Francisco (CCSF), California. Most of the information is for the 1993-94 academic year, with some longitudinal data provided. The atlas is divided into the following six chapters: student access; student success; student satisfaction; staff composition; fiscal condition; and local indicators. Each chapter begins with a definition of the accountability area, a list of performance indicators, master plan goals, and student equity indicators. Data tables provide information on the following indicators: (1) general participation; (2) transition from high school and sources of new students; (3) financial aid; (4) categorical programs; (5) matriculation; (6) basic skills and English-as-a-Second-Language enrollment; (7) student persistence; (8) course completion; (9) degree completion by field of study; (10) transfer; (11) job placement; (12) access; (13) instruction; (14) instructional support services; (15) student services; (16) facilities; (17) staff diversity; (18) number of full- and part-time faculty; (19) community college funding; (20) fiscal stability; (21) staff development; (22) campus climate; (23) customer satisfaction; (24) shared governance; (25) deferred maintenance; and (26) educational technology plan. Appendixes include information on enrollment by zip code, and service area population by gender and ethnicity. (KP)

ED 380 164 JC 950 150

Boughan, Karl
Enrollment Management Targeting by PG-TRAK90: Cluster Analyzing Cohort 1990 Four-Year Outcomes Groups. Market Analysis MA95-5.
PUB DATE- Mar 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cohort Analysis; Community Colleges; Geographic Distribution; Grades (Scholastic); Graduation; *Race; School Demography; *Socioeconomic Status; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- PG TRAK90 Geo Demographic Analysis System

church in the United States in caring for children and families, while Chapter 4 observes the work of the church child welfare agency today. Chapter 5 describes ways in which agency staff members can provide leadership in family ministries offered by congregational and church community agencies. Chapter 6 describes ways to involve congregations and church agencies in child and family advocacy. Chapter 7 discusses the complex issues of funding, staffing, and governance in church agencies. The concluding chapter provides a vision for the future of church-based services for children, including the challenges of cultural pluralism and a shrinking volunteer force. Four appendices present: (1) biblical texts related to children and child welfare services; (2) tools for congregational assessment; (3) other agencies and resources; and (4) resources for child and family advocacy for congregations and church agencies. Contains 306 references. (HTH)

ED 380 181 PS 022 298

Dublin, Peter; And Others
Integrating Computers in Your Classroom: Early Childhood.
PUB DATE- 94
NOTE- 176p.; This book was developed and produced by Intentional Educations, Inc. of Watertown, Massachusetts.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Computer Uses in Education; Cooperative Learning; Early Childhood Education; *Educational Technology; *Learning Activities; *Media Adaptation; *Microcomputers; Parent Participation; Special Needs Students
IDENTIFIERS- *Computer Integrated Instruction; Multiple Intelligences

Noting that for computers to become an important part of education, they must be in the classroom rather than just in computer labs or media centers, this book focuses on integrating computers into daily classroom instruction. Part 1 of the book contains 18 short essays grouped into 5 chapters: (1) "First Principles" deals with the rationale for computers within classrooms and conclusions reached by research on this issue; (2) "The Resources at Hand" discusses the use of single or multiple computers; (3) "Understanding the Context" is concerned with barriers to integrating computers and integrating students with special needs; (4) "Demystifying the Obvious" deals with software, hardware, and multi-media alternatives; and (5) "Exploiting the Computer's Full Value" discusses the possibilities of planning cooperative learning, accommodating diversity, and promoting parent participation. Each chapter concludes with a case study that illustrates the practical implementation of at least one of the essays in that chapters. Part 2 of the book consists exclusively of practical classroom activities, presented as either a lesson plan, unit plan, a first-person account, or a third-person account. The purposes of the activities range from developing thinking and scientific inquiry skills to developing oral and written expression; physical skills to problem-solving skills; listing skills to number concepts. Provided with the book is a disk of Lesson Planner software, which functions as a tutorial and allows building of lesson plans. (BAC)

ED 380 182 PS 022 584

Childhood Education and Early Elementary School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; Early Childhood Education; *Elementary School Students; Family Influence; Family School Relationship; Leadership; Practicums; Program Descriptions; *School Readiness; *Student Adjustment; *Transitional Programs
IDENTIFIERS- *Developmentally Appropriate Programs; Program Characteristics; Project Head Start; Quality Indicators

Whether the transition to primary school is smooth or abrupt for children depends on whether early childhood and elementary school programs work together to build bridges between their services. This report presents several examples of collaborative efforts to smooth the transition to school. Specifically, it describes how various elements of five transition programs are being developed in a programmatic way and carried out in practice. The five programs are: Head Start/Public School Early Childhood Transition Demonstration Projects in Santa Clara (California), Reno (Nevada), and Phoenix (Arizona) respectively; VIP (Very Important Preschoolers) Village in San Diego (California); and the Transitional Bilingual Education Program in Irvine (California). The bulk of the report describes how each program has enacted eight elements of a quality transition program. These elements are: (1) shared leadership and decision making; (2) comprehensive and integrated services for children and their families; (3) education, involvement, and empowerment of families; (4) sensitivity to home culture and home language; (5) communication; (6) joint staff development; (7) developmentally appropriate practices; and (8) program evaluation. The programs also demonstrate several additional principles involved in the transition programs: that transition activities need to be ongoing and coordinated and must focus on both families and children; that parents need to be familiar with teachers, curriculum, and their children's development and education; and that communication and collaboration among different partners, including parents, facilitate transitions between educational and service settings. The report concludes by noting that an effective transition program should support continuity which must be comprehensive and is dependent on a close partnership among preschools, families, and communities. An appendix presents a list of the program contacts. Contains 23 references. (AP)

ED 380 201 PS 022 998

SuperStart Evaluation Report, 1992-93. OER Report.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *At Risk Persons; Classroom Environment; Cognitive Development; Curriculum Evaluation; Emotional Development; Language Acquisition; Learning Processes; Outcomes of Education; Parent Participation; *Preschool Children; Preschool Education; *Program Evaluation; Psychomotor Skills;

families and in refining parent education services, and interagency collaboration. Among the recommendations gleaned from the survey are: (1) that parent education/family literacy programs should continue to expand on areas affecting school readiness; (2) that projects should continue to focus on involving families at risk; and (3) that full integration of parent education/family literacy programs into the community's total family services system and the schools' overall readiness programs should be a priority. (AP)

ED 380 219 PS 023 055

Moore, Kim; Wardle, Francis
Private-Public Collaboration: A Win-Win Solution.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the National Head Start Association's Annual Training Conference (21st, Louisville, KY, April 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Literacy; Agency Cooperation; *Community Organizations; Cooperative Planning; Daily Living Skills; Day Care; *Family Programs; *Integrated Services; Parent Education; Partnerships in Education; Preschool Education; *Private Education; Program Descriptions; *Program Effectiveness; School Age Day Care; Social Services; Summer Programs
IDENTIFIERS- Colorado (Fort Collins); Project Head Start

In 1992, community leaders in Fort Collins, Colorado, met with their concerns about the needs of low-income families for comprehensive services. This paper describes the resulting Family Learning Place, a community-based, public-private collaborative program that serves preschool children and their families. The program operates in facilities provided by Children's World Learning Centers, a private company. The community organizations involved in the project run a variety of programs funded through a combination of sliding scale tuition, Head Start funds, social services reimbursement, and other community services. These programs include: (1) Project Grow, a life skills, literacy, and parenting education program for parents; (2) an adult literacy program run by a community college; (3) an on-site case-manager; (4) a Head Start class for 20 preschoolers; (5) child care; and (6) a summer program for school-age children. The paper examines the reasons for the success of the Family Learning Place, which include the opportunity for input from all agencies in the planning process, and the availability of a building that met the needs of all the programs involved. The reasons why the private preschool is involved in the project are also discussed. The paper concludes by noting that the Family Learning Place demonstrates that private and public agencies serving children and families can, in fact, work effectively together to serve the community. (MDM)

ED 380 220 PS 023 057

Short, Katherine; Abbeduto, Leonard
Effects of Preschoolers' Script Knowledge on Their Communicative Interactions.
PUB DATE- Aug 94
NOTE- 3p.; Paper presented at the Annual Conference of the

encourage their children to plan their viewing; (3) watch television with their children and provide interpretations of excesses and distortions, such as violent actions; (4) encourage their children to watch programs that depict characters who cooperate and care for each other; (5) call their local stations and write or call networks or sponsors to express their feelings about programming; and (6) join with other concerned parents and public action groups. (RH)

ED 380 237   PS 023 151

La Disciplina Positiva (Positive Discipline). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 3p.; Spanish translation of ED 327 271.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Discipline; *Educational Practices; Elementary Secondary Education; *Self Esteem
IDENTIFIERS- ERIC Digests

This ERIC Digest suggests methods and language that can be used in handling difficult, but common, situations involving young children. The digest explains 12 methods of disciplining children that promote children's self-worth. These methods are: (1) showing children that the reasons for their actions are understood; (2) stating reasons; (3) offering solutions; (4) indicating confidence in children; (5) demonstrating how a situation is handled; (6) redirecting children's attention; (7) avoiding accusation; (8) offering alternative choices; (9) helping children express their feelings; (10) establishing firm limits; (11) giving clear and simple directions; and (12) remembering that children need to experience and explore. The digest also lists activities that help create a positive climate that promotes self-discipline, notes harmful and negative disciplinary methods, and lists elements of good approaches to discipline. It is argued that self-discipline is better learned through guidance than through punishment. (BC)

ED 380 238   PS 023 152

Katz, Lilian G.
El Metodo Llamado Proyecto (The Project Approach). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 3p.; Spanish translation of ED 368 509.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Activity Units; *Curriculum Development; Early Childhood Education; Elementary Education; *Group Activities; *Learning Activities; Student Motivation; *Student Participation; *Teacher Student Relationship; Thematic Approach
IDENTIFIERS- ERIC Digests; *Project Approach (Katz and Chard)

A project is an in-depth investigation of a topic worth learning more about, usually undertaken by a group of children within a class. The goal of a project is to learn more about a topic accessible to persons who are currently indigenous to and/or employed in rural Maine. The project is based on the special education degree curriculum at the University of Maine at Farmington, and courses are offered over the Interactive Television System of the Education Network of Maine. The primary target populations for the program are transitionally and conditionally certified teachers currently working in classrooms. The second target population are education technicians working in schools who would like to obtain a baccalaureate degree. Course delivery began in the summer of 1993 and average enrollment is 100 students statewide. Extensive time has been devoted to advising, establishing teacher/mentor relationships, course redesign to meet the needs of nontraditional students, and design of evaluation tools. Contains 16 references. (RAH)

ED 380 254 RC 019 994

School Facilities Funding: IDRA Special Bulletin.
PUB DATE- Mar 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- *Court Litigation; *Educational Equity (Finance); Educational Facilities; Educational Finance; Elementary Secondary Education; *Equal Education; *Equal Facilities; *Equalization Aid; *Expenditure per Student; Public Education; School District Wealth; School Taxes; State Courts; State School District Relationship
IDENTIFIERS- *Texas

This special bulletin examines the Texas Supreme Court's January 1995 final opinion in the Edgewood vs. Meno case, the latest in a series of rulings on the constitutionality of the Texas public school funding system. The first article summarizes the majority opinion, discusses the implications of the court's 5-4 ruling, and suggests that further litigation to equalize funding is almost guaranteed. The second article suggests that, while disparities in educational funding were considerably reduced as a result of the Edgewood vs. Meno litigation, significant inequities remain, especially in regard to school grounds, equipment, and facilities. A legal analysis of the ruling notes that the Court decided to abide by the Texas Legislature's definition of the funding necessary for an accredited system based on a "general diffusion of knowledge" standard. This decision essentially changed the criteria being used to judge the constitutionality of the Texas system. Previous court decisions had been based on whether or not the funding system achieved substantially equal revenue for similar tax effort. The bulletin also includes an Intercultural Development Research Association "Children First" declaration, for which the Association seeks endorsement from both individuals and organizations. (RAH)

ED 380 255 RC 019 995

Baker, Nick, Ed.
Accessible Rural Housing.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95

DESCRIPTORS- *Conservation Education; *Curriculum Development; *Ecology; Elementary Secondary Education; Environmental Education; Instructional Materials; Interdisciplinary Approach; Lesson Plans; *Recycling; Units of Study; Waste Disposal

Recology is the combination of teaching and learning through the interaction of conservation (waste management and recycling) and ecology. This fieldbook is designed to provide an overview of the development of a Recology environmental education program. The program facilitates infusion of material conservation education into existing curriculum. Section I is an introduction to the fieldbook. Section II discusses the processes used to develop the classroom components of the fieldbook (presented in section VI). Section III explains five basic operational elements which have been identified and characterized by the Recology program, including external participation, internal participation, technical assistance, planning, and facilitators. Section IV provides guidelines for implementation of the suggested program (addressing materials, techniques, and methods, and basic components and how they work together). Concluding remarks are offered in section V. Section VI is an appendix containing two elementary school Recology curriculums, and two middle school Recology curriculums. Each curriculum contains five cross-curricular lesson plans with objectives, focus, activities, evaluation, and extension components. (LZ)

ED 380 273 SE 055 645

Orna, Mary Virginia, Ed.; James, M. Lynn, Ed.
GuideBook to Pre-Service Use of ChemSource Version 1.0.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Higher Education; High Schools; *Methods Courses; *Preservice Teacher Education; Science Course Improvement Projects; Science Education; *Science Instruction; *Teaching Methods
IDENTIFIERS- *ChemSource

Whether for use in a special methods course in teaching chemistry or a general methods course in teaching science, this guidebook is designed to assist the methods instructor in the task of fitting the ChemSource materials into the established patterns of the course. Each of three sections contains a number of units that accommodate the patterns of most methods courses. Each unit contains an introduction to the topic; some organization and implementation strategies; the identification of specific module/episode locations from the ChemSource materials; and useful resources. Unit topics include: (1) philosophy of instruction; (2) instructional objectives; (3) daily lesson planning; (4) longterm planning; (5) management, motivation, and self esteem; (6) beginning the activity, lesson, or unit; (7) ending the activity, lesson, or unit; (8) models and analogies; (9) demonstrations; (10) questioning; (11) pacing instruction; (12) peer learning; (13) laboratory learning; (14) safety; (15) problem solving; (16) educational technology; (17) contemporary issues and decision making; (18) assessment; and (19) professional development. Appendices include an example of a course syllabus for a science methods course, and sample student assignments. (LZ)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemistry; Climate Change; Environmental Education; *Global Warming; *Greenhouse Effect; Instructional Materials; *Integrated Curriculum; Physics; *Science Activities; Science Curriculum; Science Education; *Science Experiments; *Scientific Concepts; Secondary Education
IDENTIFIERS- Atmospheric Sciences; *Environmental Concepts

This series of educational activities is intended to help teachers communicate basic scientific concepts related to global warming and the greenhouse effect to students grades 7-10. Seven sessions provide laboratory activities, simulations, and discussions that can be used to improve student understanding of a number of important scientific concepts, including the molecular model of heat, ways in which energy is transferred, how objects attain a stable temperature, and the structure of the atmosphere. Activities encourage students to apply scientific knowledge to considerations of the social and ecological consequences of global warming. Section titles are: (1) "Introduction"; (2) "Time Frame"; (3) "Session 1: What Have You Heard About the Greenhouse Effect?"; (4) "Session 2: Modeling The Greenhouse Effect"; (5) "Session 3: The Global Warming Game"; (6) "Session 4: Detecting Carbon Dioxide"; (7) "Session 5: Sources of Carbon Dioxide in the Atmosphere"; (8) "Session 6: Changes On Noua's Island"; (9) "Session 7: The Worldwide Effects of Climate Change"; (10) "Session 8: World Conference on Global Warming"; (11) "Going Further" (nine extension activities); (12) "Behind the Scenes" (background reading for teachers); (13) "Resources" (33 entries); (14) "Literature Connections" (10 fiction and non-fiction); and (15) "Summary Outlines." (LZ)

ED 380 295 SE 055 956

Strutchens, Marilyn
Multicultural Mathematics: A More Inclusive Mathematics. ERIC Digests.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bias; *Cultural Enrichment; Elementary Secondary Education; *Equal Education; *Mathematics Instruction; *Multicultural Education; *Social Structure
IDENTIFIERS- Diversity (Student); ERIC Digests

Until recently there have not been many links to students' culture in the mathematics classroom. This may be one of the major barriers to achievement of many groups historically underrepresented in mathematics, for these students may see mathematics as a subject that has very little meaning or value for their current or future lives. This digest discusses and illustrates Banks' five dimensions of multicultural education that provide a framework for empowering all students through multicultural mathematics education: content integration, knowledge construction, prejudice reduction, equitable pedagogy, and empowering school culture and social structure. (Contains 20 references.) (MKR)

ED 380 296 SE 055 967

DESCRIPTORS- Higher Education; Music; Music Activities; Musical Instruments; *Music Techniques; *Rhythm (Music)
IDENTIFIERS- *Drums; *Hull (Arthur)

As a step toward writing a master's thesis in psychology, the connection between rhythm circles and psychotherapeutic process was explored. Arthur Hull, who experienced and preached about the healing power of rhythm for many years, was interviewed. This article recorded the interview between Arthur and the researcher. The interviewer learned that Arthur Hull was more than just a teacher of drumming, traditional music, and the spirit of rhythm. Hull was an energetic man, an animated speaker, a leader of drum circles in Santa Cruz, California, and facilitator for various rhythmic workshops around the world. Hull lived his own truth and made it work, while imparting a sense of joy and community to the people around him. As a thunder drummer moving toward the traditional, Arthur Hull began to identify specific rhythms from phonograph records, to study traditional drumming from Africa or Cuba or Polynesia, and to recognize these original concepts from his previous rhythm experiences. (ML)

ED 380 317 SO 024 125

Gougeon, Thomas D.; And Others
Gender Equity Issues in Education: A Longitudinal Cohort Study.
PUB DATE- 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Sex; *Sex Fairness; Social Science Research; *Teacher Behavior; Teacher Characteristics; Teachers; *Urban Schools
IDENTIFIERS- Canada

This paper addressed: (1) gender equity issues in a major Canadian urban school district; and (2) made gender comparisons relating to seven specific equity measures associated with teachers who were hired from September 1982 to June 1993. The comparisons were made over an 11 year period and included consistency of work, frequency of leaves from work, types of leaves taken from work, assignments to administrative appointments, placement to teach by grade level, acquisition of further degrees, and acceptance of maternity leaves. The personnel records of a cohort of 261 teachers who entered the teaching profession in the school year of 1982-1983 were reviewed. The findings identified several equity issues including interruptions in teaching service, the level of teaching assignment, type of degree(s) teachers held when they were hired, and the incidence of teachers moving into administrative positions. More female teachers took maternity/paternity leaves than male teachers. Female teachers faced major disruption in their careers that male teachers did not face. Four recommendations were presented: (1) equal access for female teachers to administrative positions; (2) equal opportunity for a continuous work record; (3) equity in building seniority; and (4) equity in level of placement. (ML)

ED 380 318 SO 024 142

Barrie, Joan
Tiggy, Primary Academics.
PUB DATE- Jan 93

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Augmentative and Alternative Communication; *Behavior Disorders; College School Cooperation; Communication Skills; Demonstration Programs; Educational Practices; *Emotional Disturbances; Evaluation Methods; Family Involvement; *Inservice Teacher Education; Intervention; Mainstreaming; Models; Preschool Children; Preschool Education; *Prevention; Program Development; Program Evaluation; Social Integration; *Technical Assistance
IDENTIFIERS- *Behavior Management; Minnesota; University of Minnesota

This federally funded project was designed to develop, implement, and evaluate a best practices inservice model to train teachers to provide services in least restrictive environments for preschool children with emotional/behavioral disorders. Through collaborative planning among the University of Minnesota and selected Minnesota public schools, the project placed primary emphasis on six validated best practices: (1) organizing environments to prevent behavior problems; (2) facilitating social integration; (3) behavior management; (4) actively including families; (5) establishing functional communication skills as an alternative to socially motivated challenging behaviors; and (6) coordinating the provision of educational services with ongoing health monitoring. District personnel in rural and urban areas in Minnesota received workshop training on the best practices to enable them to facilitate successful implementation of the innovative practices model. Technical assistance teams were established to assist in training and support. This final report presents goals and objectives; the project's theoretical framework; research/evaluation findings; and project impact. Appendices comprise the bulk of the report and include: an article reprint, "Districtwide Technical Assistance Teams: Designing Intervention Strategies for Young Children with Challenging Behaviors" (Mary A. McEvoy and others); a conference paper, "Coordinating Preservice and Inservice Training of Early Interventionists To Serve Preschoolers Who Engage in Challenging Behavior" (Joe Reichle and others); and training modules on functional assessment, augmentative and alternative communication, intervention, and monitoring procedures. (Some papers contain references.) (JDD)

ED 379 877 EC 303 751

Snell, Martha E.; And Others
Virginia Statewide Program To Endorse Teachers of Students with Severe and Profound Handicaps. The Endorsement Project. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 10 Jan 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Graduate Study; Higher Education; *Inservice Teacher Education; Practicums; *Severe Disabilities; *Special Education Teachers; State Programs; Statewide Planning; *Teacher Certification; *Teacher Education Programs; Teacher Selection
IDENTIFIERS- *Virginia

The Virginia Statewide Program To Endorse Teachers in Severe and Profound Handicaps was a 5-year personnel preparation project

Training

Project TIE (Teams in Early Intervention) was conceptualized to meet the need for: (1) involvement of formerly "ancillary" service professionals in early intervention for children with disabilities, (2) high quality family-centered services, and (3) training in the team approach. The project provides training to four groups that might constitute an early intervention team--speech/language pathologists, motor therapists, health care professionals, and family members. The training is designed to enable participants to determine what supports and interferes with children's performance, develop shared perspectives in viewing children's performance, apply a common conceptual framework for early intervention, explore how each profession addresses early intervention team practices, know what other team members expect from them, and improve information sharing among team members. This introductory training module contains a paper by Carol Westby titled "Developing Cultural Competence: Working with Culturally/Linguistically Diverse Families." The paper examines controversial issues in cultural diversity, cultural variations in values and beliefs, cultural differences affecting child development, and cultural influences on interviewing. Another paper, "The Performance Competence Model: A Narrative Discussion" by Meave Stevens Dominguez, promotes a holistic view of the child within the context of the child's personal characteristics, preferences, environments, family, and culture. Appendices contain a sample training agenda and cards for use in a performance competence game. (Contains approximately 120 references.) (JDD)

ED 379 896   EC 303 771

McClain, Cate; Handmaker, Stan
Healthcare Professional Module. Teams in Early Intervention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 93
NOTE- 41p.; For related documents, see EC 303 770-775. This module was designed to be used in conjunction with the introductory module, EC 303 770.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Child Development; Clinical Diagnosis; Developmental Delays; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; Health Personnel; Inservice Education; Interdisciplinary Approach; *Medical Evaluation; Occupational Therapy; Physical Therapy; *Professional Development; Speech Therapy; *Teamwork; Therapists; Training

Project TIE (Teams in Early Intervention) was conceptualized to meet the need for: (1) involvement of formerly "ancillary" service professionals in early intervention for children with disabilities, (2) high quality family-centered services, and (3) training in the team approach. The project provides training to four groups that might constitute an early intervention team--speech/language pathologists, motor therapists, health care professionals, and family members. The goal of this training module is to have team members understand how health care professionals approach developmental concerns. The module presents reasons for consulting with health care

English-speaking children learning to write letters and the second, for non-native adult speakers of Mandarin Chinese learning how to write letters in Chinese. Results indicate that the most striking difference is the position of the date. The ordering of the dates in each group was basically consistent with the textbook formats. The two groups of 20 letters showed that the American writers had more variety and individual differences than the Chinese in the way they wrote the date. The Chinese writers displayed more inconsistencies than the Americans in the other parts of the letters. The responses of the students of Mandarin Chinese show that their letters had less variation in their salutations and closing compliments. (Contains 5 references.) (CK)

ED 379 915   FL 022 697

Two-Way Bilingual Education Programs in Practice: A National and Local Perspective. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 3p.; Based on three reports published by the National Center for Research on Cultural Diversity and Second Language Learning: "Two-way Bilingual Education: Students Learning Through Two Languages" (Donna Christian); "Two-Way Bilingual Education: A Progress Report on the Amigos Program" (Mary Cazabon, Wallace Lambert, and Geoff Hall); and "Students' Views of the Amigos Program" (Wallace Lambert and Mary Cazabon).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingual Education Programs; Educational Trends; English (Second Language); *Futures (of Society); Program Descriptions; *Program Effectiveness; *Program Implementation; Spanish; Spanish Speaking; *Student Attitudes; Testing
IDENTIFIERS- *Amigos Program MA; ERIC Digests; *Two Way Bilingual Education

Two-way bilingual education has taken root in many schools across the United Sates. In these programs, students develop dual language proficiency by receiving instruction in English and another language in a classroom that is usually comprised of half native speakers of English and half native speakers of the target language. Two-way programs work toward academic, language, and affective goals. Language minority students benefit from the opportunity to develop and learn through their native language as well as English, while English speakers achieve well academically in an immersion environment. The first part of this Digest looks at the issues involved in implementing a two-way program, future directions and concerns of two-way bilingual education, and emerging results of two-way bilingual programs. The second part of the Digest concentrates on the Amigos Program, a two-way program established in Cambridge, Massachusetts in 1985-86 that now serves nearly 300 students. Program design, program assessment, and student responses to program participation are highlighted. Contains eight references. (VWL)

ED 379 916   FL 022 738

Kang, Hee-Won; LeSourd, Sandra J.
Integrating Language and Content Learning in the Social Studies Classroom.
PUB DATE- 21 Nov 94

ED 379 935 FL 022 793

Leal, Carmen Fernandez
A Pause as a Cause of Change.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affective Behavior; Ambiguity; Contrastive Linguistics; Descriptive Linguistics; Diction; Discourse Analysis; *Discourse Modes; Foreign Countries; Grammar; *Intonation; *Language Patterns; Language Rhythm; Language Styles; *Oral Language; Phonemes; Phonetics; Semantics; Stress (Phonology); Structural Analysis (Linguistics); Suprasegmentals; Syllables; Syntax
IDENTIFIERS- Chomsky (Noam); *Pausing (Speech); Pitch (Language); *Speech Rate

This paper considers four levels of analysis in the observation of the prosodic features of pause in speech: phonetic; syntactic; semantic; and informative. On the phonetic level, a pause is related to length and intonation, and intonation in turn, being a result of the speaker's meaning, constitutes an expression of his/her emotional state. On the syntactic level, a pause is the demarcation of a syntactic structure that can coincide with a tone-unit and with the punctuation used in a text; the grammatical mood (declarative, interrogative, hortatory, exclamative) also results from the speaker's attitude, but in this case, the attitude is logical and not emotional. The pause can also be a device for disambiguation of syntactic ambiguity. Semantically, a pause can have a dynamic component providing a change in meaning, or a static component in case of diversity of interpretation. Finally, a pause is an important device in the organization of discourse as a means of information. The uses and effects of pause are further analysed in three different types of discourse: declamatory; colloquial (familiar); and colloquial (formal). It is concluded that prosodic features in the form of pausing and pitch pattern are important for speech perception, and that pauses are essential to speech understanding in the form of disambiguation and emphasis. (Contains 13 references.) (LR)

ED 379 936 FL 022 800

Fahlen, Rose-Marie
Perspektiv pa Las och Skrivinlarning: En Litteraturstudie som Belyser Las och Skrivinlarning utifran Fyra Teoretiska Perspektiv Samt en Instrument-Provande Barnstudie (Perspectives on Learning To Read and Write: Literature Review on Reading and Writing Acquisition through Examination of Four Theroretical Perspectives and Attitude Measures of Preschool Children).
PUB DATE- May 94
NOTE- 153p.; Thesis, Linkoping University, Sweden.
LANGUAGE- Swedish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Beginning Reading; *Childhood Attitudes; Foreign Countries; Interviews; *Learning Theories; *Literacy; Metacognition; Preschool Children; Preschool Education; *Reading Processes; *Reading Research; Task Analysis; *Writing Processes
IDENTIFIERS- Sweden

workers to acquire basic skills in literacy and the basic skills areas. It is concluded that the conceptual design, structures established, relevant curriculum, and instructional training component were the program's greatest assets. Other program components contributing to its success were its emphasis on experiential learning, holistic and interactive instruction, active participation, group dynamics and support, and a curriculum built on workplace realities and perceptions of work aspirations. Process and outcome goals, relating to both skill gains and workplace performance, were largely attained. Some data on student characteristics, attendance patterns, and achievement gains are presented, and learners' personal statements are included in the report. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 955 FL 800 881

Boyter-Escalona, Margaret
Integrating Literacy and Workplace Skills for Worker Advancement. Worker Education Program Final Report, May 1, 1992 - March 31, 1994.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 94
NOTE- 37p.; For related documents, see FL 800 880-883.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Adult Basic Education; Adult Literacy; Attendance Patterns; *Basic Skills; Case Studies; Classroom Techniques; Community Organizations; Curriculum Design; Educational Needs; Educational Strategies; *English (Second Language); Fashion Industry; Immigrants; Instructional Materials; *Job Skills; Limited English Speaking; *Literacy Education; Needs Assessment; Outcomes of Education; Personal Narratives; *Program Design; Program Effectiveness; Program Evaluation; Second Language Instruction; Staff Development; Student Characteristics; Teacher Evaluation; Teacher Selection

Final evaluation of the Workplace Education Program, funded by the National Workplace Literacy Program to provide workplace literacy education programs to 425 members of Chicago (Illinois) area clothing and textile workers union members, is presented. The program's goal was to enhance workers' basic literacy skills for present job stabilization and future job advancement. Additionally, it sought to prepare limited-English-speaking workers for employment in an environment of new technology and increased global competition. Because of the characteristics of the learner population, instructional emphasis was placed on English skills acquisition using contextualized workplace materials, supplemented by workshops on work-related topics. The report begins with an overview of the program and evaluation and highlights of program outcomes, focusing on outcomes for both participants and partner companies. Accomplishment of four specific objectives is then summarized, and summary data on the number and characteristics of program participants (workers and companies) are presented. A separate section details program activities, including classes, participant profiles, information on the four partner companies, participating community-based organizations, and program staff, educational methodology, teacher selection, staff development and teacher evaluation, and learning materials and resource center. The program implementation model and dissemination activities and the evaluation activities are then discussed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Parris, Alyssia J.; Adams, Howard G.
Your Internship Is As Good As You Make It: A Practical Guide to Student Internships.
SPONS. AGENCY- Union Carbide Corp., Danbury, CT.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Students; Definitions; Eligibility; *Guidelines; Higher Education; *Internship Programs; Interviews; Professional Development; Program Development; Program Implementation; Reports; *Student Development; *Student Experience; *Student Responsibility; Student Role

This guide is designed to provide college students with an overview of the internship experience, as well as tips for a successful internship. Part 1 discusses the transition from student to professional and the role that an internship can play in professional and career development. It defines the nature and types of internships available, identifies resources for locating internships, reviews things to consider when applying for internships, and presents guidelines for a successful internship experience. Part 2 addresses the responsibilities of the internship provider, focusing on the role of the intern supervisor, the benefits of internship to students and organizations, and intern responsibilities. Part 3 discusses the end of the internship and the return to school, focusing on the final project report to be prepared by the intern, the debriefing or exit interview conducted by the organization, hints for academic success, and possible career opportunities resulting from internships. (Contains 14 references.) (MDM)

ED 379 975 HE 028 075

Breneman, David W.
Higher Education: On a Collision Course with New Realities.
PUB DATE- Dec 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; College Administration; Colleges; Decentralization; *Educational Finance; *Educational Policy; Enrollment; Federal Aid; Financial Exigency; *Financial Problems; *Government Role; *Higher Education; *Institutional Role; Philanthropic Foundations; Retrenchment; State Aid; Student Financial Aid; Student Loan Programs; Tuition; Universities

This essay discusses the financial problems faced by higher education institutions in the United States and advances possible solutions to these difficulties. Colleges and universities in the 1990s are confronted with internal desires to expand services and programs, an absence of productivity gains, increasing costs for information and technology, and decreasing state and federal financial support. These constraints have created a period of austerity which has lead to sharp hikes in tuition at public universities, enrollment caps, and class and program cancellations. Policy issues that

This report provides data on salaries, benefits, and perquisites commonly included in total compensation packages available to higher education chief executives, along with data on employment policies and practices, based on a survey of 1,012 institutions. An executive summary presents findings, observations, and historical trends. Data are then presented in 149 tables, categorized as follows: (1) chief executive compensation; (2) group and retirement benefits for chief executives; (3) perquisites for chief executives; (4) involuntary separation policies for chief executives; (5) profile of chief executive; (6) recruiting/relocation policies and practices; (7) employment policies and practices; and (8) profile of participating institutions. Among the findings are: the typical chief executive is 55 years old; 14 percent are women and 8 percent are minority group members; compensation varies according to such factors as institutional classification, affiliation, operating budget, endowment, enrollment, and number of employees; medical, life, disability and other forms of insurance and retirement benefits are provided by most institutions; the most popular perquisites include automobiles, housing expenses, and tuition reimbursement; approximately 43 percent of institutions have recruited a new chief executive within the last 5 years; and approximately 75 percent of institutions maintain a contractual agreement with the chief executive. Appendices provide a list of participating institutions and a copy of the survey questionnaire. (JDD)

ED 379 996 HE 028 111

Cook, William A.
Empowering Faculty To Manage Off-Campus Degree Programs; Redefining Faculty Workloads and Service.
PUB DATE- Jan 95
NOTE- 7p.; Paper presented at the American Association for Higher Education Conference on Faculty Roles & Rewards (3rd, Phoenix, AZ, January 19-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; *Extension Education; *Faculty Workload; *Full Time Faculty; Higher Education; *Part Time Faculty; *Teacher Responsibility; Teacher Role
IDENTIFIERS- *Teacher Empowerment; *University of La Verne CA

Part-time faculty, who are often responsible for teaching at continuing education centers, places of work, and distant sites where full-time faculty do not teach, often have little understanding about how their course fits with other program offerings and have not been oriented by the faculty who designed the program. Given the growth of off-campus degree programs, the extensive use of part-time faculty throughout U.S. institutions, and the call by some accreditation associations for full-time faculty control of such programs, the need to redefine faculty workload to encompass this responsibility must be addressed. Institutions need to grapple with the concept of "service" as it is assessed in faculty workload, promotion, and tenure decisions. The University of La Verne (California) delivers degree programs to adult sites, military bases, and foreign-based centers. It has created a system of academic control that places responsibility for its academic programs in the hands of full-time faculty. These responsibilities are incorporated into the regular workload by full-time/part-time employment status and sex. Data are presented by level and control of institution and by the institution status as a higher education institution. Highlights of the data include the following: (1) almost two-thirds (64%) of all employees in postsecondary institutions were professional and over half (33.6%) of the professional staff were faculty; (2) colleges differ widely by institutional level in their practices of employing full-time staff, as 75 percent of the employees at four-year colleges were employed on a full-time basis compared with 54 percent in two-year and over 65 percent in less-than-two-year institutions; (3) men were employed in greater numbers than women in each type of professional category except in the professional non-faculty category where women comprised 61 percent of the staff; and (4) between 1989 and 1991 the number of faculty employed by four-year and two-year institutions increased by 2 and 6 percent respectively. A glossary and survey methodology discussion conclude the report. (JB)

ED 380 016   HE 028 131

Ludy, Robbie; Blunt, Merv
Assistive Technology Resources: Building Bridges for Institutions of Higher Education.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Access to Education; *Assistive Devices (for Disabled); *College Students; *Disabilities; Federal Aid; Federal Legislation; Government School Relationship; Higher Education; Program Implementation; Public Policy; *State Programs; Technology
IDENTIFIERS- *Technology Related Assistance Individ Disabil Act

This paper describes the increased enrollment of individuals with disabilities in institutions of higher education and the special role of assistive technology resources making that possible. Assistive technology is defined as both devices and services which increase, maintain, and improve the functional capabilities of individuals with disabilities. The paper describes important points in the development of federal legislation affecting individuals with disabilities and their participation in education. In particular the paper describes the Technology-Related Assistance for Individuals with Disabilities Act of 1988. This act made discretionary funds available to all states to facilitate their development of consumer-responsive, statewide technology-related projects. Institutions of higher education can obtain valuable information about ways to serve their students by contacting their state's assistive technology project. Types of information and assistance may include accommodation requirements, computer accessibility devices, augmentative communication devices, and modifications of residential and/or student life. A list of 53 state assistive technology projects' telephone and facsimile numbers is included. (JB)

ED 380 017   HE 028 132

Dale, Paul M.

Education.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Standards; Compliance (Legal); *Definitions; Employer Employee Relationship; Higher Education; *Sexual Harassment; Social History; Teacher Student Relationship; *Trend Analysis; Victims of Crime
IDENTIFIERS- Crocker (Phyllis L)

Courts have tended to find that more and more behavior can be classified as sexual harassment, and many academic feminists have also pressed for a more inclusive conception of sexual harassment. Phyllis Crocker has argued that institutions of higher education should remove distinctions between "more and less" serious forms of sexual harassment and should adopt "victim-based" definitions. Her ideas have been extended with the concept of "contrapower sexual harassment." Educational institutions have addressed the problem by implementing policies expansively proscribing certain conduct procedures. Expansive conceptions make it possible to discuss and problematize a wide variety of issues concerning gender relations and make it easier to argue that existing means of coping with the problem are by themselves inadequate. However, conceiving sexual harassment in increasingly broad terms has potential dangers: (1) broad conceptions may imply that girls and women are so weak and vulnerable that they must be protected from all that might give offence; (2) they reinforce assumptions about women's "natural" modesty and passivity rather than enabling women to claim and enjoy their sexuality; (3) they may make some male professors reluctant to work closely with female junior faculty or students; and (4) placing foul language on par with physical attacks may trivialize the issues. (Contains 17 reference notes.) (JDD)

ED 380 036 HE 028 152

Hodum, Robert L.; Martin, Oneida L.
An Examination of College Retention Rates with a University 101 Program.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Nashville, TN, November 11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Attendance; *College Freshmen; *Dropout Rate; Higher Education; *Introductory Courses; School Holding Power; Student Adjustment; *Student Attrition; Student Development
IDENTIFIERS- *Tennessee Technological University

The University 101 course seeks to create an attitude among freshmen that helps them appreciate the value of higher education, to point the way to university resources that will allow them to develop to their fullest potential, and thereby to cause more of them to survive the freshman year. This study of first-term freshmen at Tennessee Technological University in 1987-88 and the two academic years following found that 257 (approximately 93 percent) of 276 students who enrolled in the University 101 course re-enrolled for the following term, while

DESCRIPTORS- *Academic Achievement; *Achievement Gains; Annual Reports; Child Health; Drinking; Drug Use; Educational Assessment; Educational Change; Educational Improvement; *Educational Objectives; *Elementary Secondary Education; Evaluation Methods; *Mathematics Achievement; Parent Participation; Program Evaluation; School Safety; State Programs
IDENTIFIERS- *Educational Indicators; *National Education Goals 1990; National Education Goals Panel

This is the central document of the fourth series of annual reports to measure progress toward the National Education Goals through the year 2000; goals which set high expectations for education performance at every stage of a learner's life, from preschool through adulthood. The report focuses on 16 core indicators that are: comprehensive across the Goals; critical in determining whether the Goals are actually achieved; policy-actionable; and updated at frequent intervals. National performance has gotten better in four areas: improved general health and development of infants; increased mathematics achievement in grades 4 and 8; decline in student alcohol use; and a reduction in number of threats and violence in schools. However, one area has gotten worse: student drug use has increased. No discernible changes in national performance were detected in six areas, and in eight areas assessment of progress was not possible because of a lack of data. Sixteen exhibits and six tables summarize what is known of progress to date. Appendix A lists state progress on core indicators. Appendixes B and C contain technical notes and acknowledgements. (SLD)

ED 380 055 IR 016 966

Warmkessel, Marjorie M.
The Language of Information Technology: Accessibility in the Information Society.
PUB DATE- Nov 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Communication (Thought Transfer); *Computer Networks; *Distinctive Features (Language); Electronic Mail; Futures (of Society); *Information Technology; Interaction; *Metaphors; Social Structure
IDENTIFIERS- Connectivity; *Internet

The language of information technology is discussed, with a focus on accessibility in the information society. The metaphors of information technology as an "information superhighway" or "infobahn" are analyzed; limitations of the "road system" and developments of Internet systems are considered. The concept of connectivity of the rhizome in "A Thousand Plateaus" by DeLeuze and Guattari is introduced, with discussion on the lack of a fixed order or hierarchical structure on the Internet. The similarities of World Wide Web to the rhizome in lack of structure are noted. An excerpt from Borges's "Garden of Forking Paths" is used to illustrate the nonlinear pattern of the Internet. The argument that the study of communication and information technology must consider more than the ability to manipulate time, or "spacial view," of technology is applied to the Internet. A comparison is made between DeLeuze and Guattari's discussion of the body without organs and Philip

*Visual Recall

Evolving from concern for the increasing requirements for literacy, especially visual literacy, the purpose of this study was to determine the impact of color on learning. Sixty midwestern college students were assigned to groups where they read and studied a graphic presentation, and then were tested on their recall and retention. The following independent variables were manipulated to determine relationships with recall and retention: (1) type of graphic presentation; i.e. systematically color-cued or black/white; (2) assessment types; i.e. systematically color-cued or black/white; and (3) time of testing; either immediate recall or two-week delayed retention. The dependent variable, recall/retention on the assessment graphic, was measured by achievement, the number of characters, actions, and explanations that were remembered and recorded on a graphic presentation summarizing a little-known Norse myth. Results failed to show a significant three-way interaction among the graphic presentation, graphic assessment, and time of testing. Furthermore, results did not indicate a significant two-way interaction between presentation type and graphic assessment type. The use of color did not have an impact on the recall and retention of verbal information presented in graphic form. Implications for future research are suggested. Data is presented in one figure and three tables. (Contains 18 references.) (MAS)

ED 380 074   IR 016 995

Pettersson, Rune
Associations From Pictures.
PUB DATE- 95
NOTE- 10p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Association (Psychology); *Association Measures; Associative Learning; College Students; Data Analysis; Higher Education; *Instructional Design; *Pictorial Stimuli; Slides; Teaching Methods; Visual Literacy
IDENTIFIERS- Advertisements; *Picture Interpretation; *Pictures

A picture can be interpreted in different ways by various persons. There is often a difference between a picture's denotation (literal meaning), connotation (associative meaning), and private associations. Two studies were conducted in order to observe the private associations that pictures awaken in people. One study deals with associations made from slides; the other with interpreting pictures in advertisements. In the first study, 25 university students were shown slides, then asked to write the associations called to mind by the image content in each slide. Chains of association reflecting the subjects' trains of thought are discussed and examples provided. The conclusion was drawn that teachers who use slides in their verbal presentations must realize that pictures can generate a variety of associations in audiences. Thus, it may be concluded that pictures used in information and instructional material, always should have captions to guide the understanding of the content. In the second study, six advertisements were chosen at random from an airline magazine. Trademarks were hidden, and the advertisements were shown to 50

Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977. Figure 2 contains very small illegible print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Computer Uses in Education; Cultural Pluralism; Educational Technology; Elementary Secondary Education; *Multicultural Education; *Multimedia Materials; Opinions; *Program Development; Student Attitudes; Teacher Attitudes

This report presents the progress on the development and early testing of two applications of a modular multi-media attitude assessment system. Built using a template created in "Authorware," a dual platform interactive multimedia development tool, these systems employ visuals, audio, and text to discern attitudes and elicit reactions regarding the target areas. The first application is an evolving instrument which explores educators' attitudes toward the use of technology, especially computers, in school settings. The development of the application and the first classroom test of the latest revision are described. The second application adheres to the premise that in designing an effective multicultural learning experience, the evolving attitudes of the people who receive such training must be assessed, to be used first as a diagnostic of the present condition, then as a planning tool for interventions and a measure of change. It also focuses on multicultural education themes such as cultural pluralism on university campuses, and stresses teaching strategies and social interactions which affirm the rights of all members of learning communities to be different and emphasize their responsibilities to respect differences. (MAS)

ED 380 093 IR 017 014

Jaber, William E.; Hou, Feng
Visual Resources on the Internet.
PUB DATE- 95
NOTE- 10p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Graphics; *Computer Networks; Educational Media; Elementary Secondary Education; Imagery; Instructional Materials; Manipulative Materials; *Online Systems; Pilot Projects; *Visual Aids; *Visual Arts
IDENTIFIERS- Digital Imagery; *Internet

With the development of the Internet technology and proliferation of the network application, visual materials have been digitized and archived on many publicly accessible computer servers. However, these visual resources can be beneficial to educators only when they know what they are, what they look like, in what format they are created, and how they can be used for instructional purposes. The purpose of this paper is to demonstrate: (1) the richness and diversity of the visual collaboration between educators and the community; incentives for developmental support; modified restrictions; and change in educational budget policy. A set of next steps are provided, based on the underlying principles and goals. An outline of an appendix available separately from NSF is provided. (AEF)

ED 380 111 IR 017 046

Phillips, Dorothy, Ed.; Desrochers, Pete, Ed.
Multimedia Communications. Forging the Link: Market-Technology-Policy. Proceedings of the Multimedia Communications Conference (Banff, Alberta, Canada, April 13-16, 1993).
PUB DATE- 93
NOTE- 658p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrative Policy; Authoring Aids (Programming); *Communication (Thought Transfer); Computer Networks; Computer Software; Federal Regulation; Foreign Countries; Foreign Policy; *Marketing; *Multimedia Materials; *Policy Analysis; Policy Formation; *Technology

Multimedia communication requires several things. First, it requires that people have a reason to communicate in multimedia. Applications in education, health, entertainment, and business services are emerging, but exactly what will appeal most to the markets is still unclear. This volume of 63 papers focuses on some of these applications and reviews ways of analyzing these markets in the section "Markets, Applications and Services." Second, communicating in multimedia requires the technical systems that will allow users to create and send messages and respond to others. The authoring systems, network architectures and coding, and many examples of applications development are reviewed in the section "Multimedia Communications Technologies." Third, both applications and technologies function within a policy and regulatory context in each country and internationally. Many policies of the past are being challenged by these new developments and require addressing the basic principles behind them and rethinking how these principles apply to new ways of communicating. These issues are discussed in the section "Policy and Regulatory Issues." The theme, "Forging the Link: Market-Technology-Policy," is reflected in the many discussions which attempt to bring these three areas together and to think about how they influence and direct each other. The proceedings also contains a list of conference committees and members, transcripts of 10 plenary speaker addresses and 6 tutorials. (MAS)

ED 380 112 IR 017 049

Pejova, Zdravka, Ed.; Horton, Forest W., Ed.
Consultancy on Strategic Information Planning.
PUB DATE- 93
NOTE- 214p.; Papers presented at a workshop jointly organized by the International Center for Public Enterprises, Drexel University, and the International Federation for Information and Documentation, entitled "Consultancy on Strategic Information Planning" (Ljubljana, Slovenia, April 14-17, 1992).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- Case Studies; *Developing Nations; Foreign Countries; Free Enterprise System; Information Industry;

IDENTIFIERS- *Higher Order Techno Thinking Program; University of New Mexico

The Higher Order Techno Thinking (HOTT) Program was developed by a group of graduate students, who were experienced teachers, at the University of New Mexico. The objective was to develop an environment in which independent research, curriculum integration, multicultural awareness, and technology application could be integrated into a general or alternative learning environment. About 30 elementary and middle school students from varied educational settings, including one that combines home and classroom schooling, participated in the HOTT program. Each received instruction in using telecommunications technology. Each student then assumed the role of an individual from another culture, accessing information about the chosen character through information provided by " Mr. Data," a graduate student. Mr. Data answered questions individually and communicated with the students in ways that increased their enthusiasm and interest. The information allowed students to role-play and interact electronically. Student reactions were positive and teachers agreed that the program had promoted its objectives and allowed students to experience the power of high technology communication. HOTT taught that the computer is a tool and not merely a toy. (SLD)

ED 380 129 IR 055 432

Jeavons, Thomas H.
Public Libraries and Private Fund Raising: Opportunities and Issues.
SPONS. AGENCY- H. W. Wilson Foundation, New York, NY.
PUB DATE- 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Costs; Endowment Funds; *Financial Support; *Fund Raising; Grants; Library Administration; Library Expenditures; *Library Funding; *Library Role; Philanthropic Foundations; Private Financial Support; *Public Libraries

In the context of faster growth of community information needs and demands than growth of public funds, questions about where new resources can be found are the subject of much discussion within the library profession. This report is an attempt to raise questions and clarify issues that should be considered in advance of the formulation of library fund raising strategies, and before undertaking fund raising activity. Chapter 1 examines the information now available regarding recent fund raising activity, especially trends indicated, and includes discussions on endowments for public libraries, library foundations, and funds from other foundations. To get a better perspective on what an increase in fund raising might mean, chapter 2 examines the history of the funding bases and purposes of public libraries in three sections: private origins of public libraries, serving private and public purposes, and roles of government and philanthropic funding. Chapter 3 looks at several significant issues for public libraries: organizational purposes and accountability; private fund raising as substitute or supplement; and strategies for fund raising and use of private dollars. Chapter 4 explores fund raising strategies and techniques preferable for libraries, and highlights costs, probable returns and potential organizational

ED 380 147 IR 055 503

International Meeting To Discuss Audio Technology as Applied to Library Services for Blind Individuals (3rd, Toronto, Ontario, Canada, April 20-22, 1995). Volumes 1-3.
PUB DATE- Apr 95
NOTE- 425p.; Co-chaired by Euclid Herie and Kurt Frank Cylke.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Audio Equipment; Audiovisual Aids; *Blindness; Foreign Countries; Library Services; Nonprint Media; *Reading Materials; *Talking Books; Visual Impairments
IDENTIFIERS- Daisy Digital Talking Book System; *Digital Technology; Royal National Institute for the Blind (England)

This three-day conference on the subject of audio technology for the production of materials for the blind, takes the court reporter approach to recording the speeches and discussions of the meeting. The result is a three volume set of complete transcripts, one volume for each day of the meeting, but continuous in form. The highlights of each day's discussion are as follows. Volume 1: (1) an introductory speech (by Euclid Herie) touching on the history of reading for the blind and of international meetings on the subject; (2) a representative from the Royal National Institute for the blind (RNIB, UK) outlines the major forces determining talking book formats; (3) John Cookson and Judith Dixon discuss the transition from analog to digital technology, from a U.S. point of view; (4) Ingar Beckman Hirschfeldt provides information on the Daisy Digital Talking Book; (5) an open discussion touches on moderating future digital product standards; allowable data types; authoring tools; coding standards; interlibrary loan experiments; intellectual property rights; presentation and exchange protocols. Volume 2: (1) Judy Dixon and Mary Schnackenberg discuss consumer involvement in the development of the technology, including needs assessment and user interface selection; (2) The International Union Catalog on resources for the blind is discussed at length; (3) The open discussion touches on copyright issues; an international communication mechanism; new hardware and technologies for the blind; as well as many of the previous day's topics. Volume 3: (1) A discussion of time scale modification or variable rate playback is followed by recommendations for various hardware/software solutions to these problems; (2) Information exchange and an interlending forum is discussed with an eye toward the International Federation of Library Associations (IFLA) or the attendees at this meeting, and with hopes for a minimum of bureaucracy; (3) The formation of a listserv entitled "Discussions on Talking Books for Blind Individuals" is discussed; and lastly, (4) possible arrangements for continuing annual meetings on library services for the blind under IFLA, WBU, or joint auspices, closed the discussion. A complete list of meeting delegates precedes the Introduction. (MAS)

ED 380 148 JC 930 336

Boughan, Karl
What Is PG-TRAK90? An Introduction to PGCC's Lifestyle Cluster System for Student Recruitment Targeting and Enrollment Analysis. Market Analysis MA94-1.
PUB DATE- Aug 93
NOTE- 24p.
LANGUAGE- English

A study of final student academic outcomes was conducted at Prince George's Community College (PGCC), Maryland, using the lifestyle cluster of PG-TRAK90, the college's proprietary geodemographic analysis system which targets new educational markets and tracks student needs and performance. Of the fall 1990, first-time-in-college cohort, 90% (n=2,386) were successfully cluster-identified into one of 12 categories in the lifestyle classification scheme. Study findings included the following: (1) by spring 1994, 16% of the fall 1990 cohort had achieved a degree or diploma or transferred; 13% were sophomores in good standing; 7% were academically unsuccessful, but were continuing their enrollment at PGCC; and 64% were unsuccessful exiters; (2) there appeared to be a regular and fairly strong direct relationship between the social status of a student's residential neighborhood and his/her likelihood of academic success at PGCC, with 42% of the cohort from primarily white middle-class areas; 30% of the students from mixed race, middle-class neighborhoods; and 26% of the students from mixed race, lower middle class neighborhoods successfully earning an award, transferring, or being a sophomore in good standing within 4 years; and (3) the link between the socio-economic status of students' neighborhoods and their academic success remained in evidence for specific success measures. (KP)

ED 380 165 JC 950 151

Itawamba Community College and Tecumseh Products Company, Inc.: A High Performance Work Force Development Partnership.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Community Colleges; Cooperative Education; *Industrial Training; *Institutional Cooperation; Labor Force Development; Leadership Training; *Manufacturing Industry; *Partnerships in Education; Retraining; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Customized Training; Itawamba Community College MS; Tecumseh Products Company

Since 1976, Mississippi's Itawamba Community College (ICC) and Tecumseh Products Company (TPC) have maintained a cooperative relationship providing the firm with support and services stemming from ICC's Skill/Tech One-Stop Career Center. The support offered to TPC has included the following: (1) since 1976, 105 pre-employment classes have been held for more than 900 prospective employees; (2) adult basic education classes have been offered in-plant since 1985; (3) apprenticeship training curricula has been developed for electronic technicians, manufacturing technicians, tool and die makers, and tool grinders; (4) between 1986 and 1990, TPC and ICC engaged in employee upgrade training and retraining programs to help employees cope with production changes; (5) since January 1991, TPC has received more than $271,257 in state support for customized training and more than $1.75 million is planned for 1995; (6) ICC has offered leadership and management training programs for TPC employees since 1991; (7) technical training based on credit courses offered at the college; (8) ICC and Mississippi State University have created 3 videotapes which have trained over 600 employees; (9) a cooperative summer employment program provides quality temporary summer employees for TPC while giving ICC students hands-on experience; (10) ICC faculty spend 4 to 6 weeks working in the plant during the

A Guide to Pathways through the Pre-Five Quality Process.
PUB DATE- Jan 94
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Curriculum Development; Educational Assessment; Educational Practices; *Educational Quality; Elementary Education; *Evaluation Criteria; Foreign Countries; Parent School Relationship; *Program Evaluation; *Quality Control; School Administration
IDENTIFIERS- *Quality Indicators

This guide describes a quality process for external and internal evaluation of the elementary school education department. The term "pathway" is used to define routes through the quality process that describe any school administrative activity in terms of the indicators and examples of good practice. There are five pathways: process investigation; movement and dance; nursery/primary liaison; management of resources; and financial management. The first part of the guide presents each pathway in graphic form, with the quality pointers describing the focus of the particular pathway. Each graphic is then followed by examples of good practice supporting each indicator, which are then translated into success criteria. The second part of the guide then presents a framework for evaluation of quality based on the seven strands of the education department's mission statement. These strands are: (1) providing a full range of courses and services; (2) enabling all individuals to achieve their potential; (3) supplying suitable premises and resources; (4) encouraging access to education throughout life; (5) fostering genuine partnership in education; (6) promoting equal opportunity and social justice; and (7) supporting economic growth and prosperity. Each strand is divided into relevant quality pointers. (WP)

ED 380 183 PS 022 827

Newman, Roberta L.
Keys to Quality in School-Age Child Care. Viewer's Guide for School-Age Professionals.
PUB DATE- Nov 93
NOTE- 119p.; A VHS videotape accompanies this document. For corresponding "Trainer's Guide," see PS 022 828.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Childhood Needs; Children; Cooperation; Cooperative Planning; Elementary Education; Parent Participation; Preadolescents; *Program Development; Program Improvement; *School Age Day Care; School Community Relationship; Training; Videotape Recordings; *Workshops
IDENTIFIERS- Developmentally Appropriate Programs; *Quality Indicators

Based on observations of hundreds of school-age child care programs across the nation and conversations with parents, children, and professionals in school-age care, this videotape and viewers' guide is intended to help parents, caregivers, and

Socioeconomic Status; Staff Development; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs; *SuperStart Comprehensive Prekindergarten Prog NY

This report describes the background, program implementation, student development evaluation, and recommendations for the SuperStart program of New York City. SuperStart, a comprehensive integrated prekindergarten program, is designed to provide a developmentally appropriate learning environment to enhance the cognitive, social, physical, emotional, and language development of 3- and 4-year-old children most in need of preschool services. The program includes staff development and parent outreach services. In the 1992-93, the year for this evaluation, the program served 195 schools in 30 districts, and more that 10,000 prekindergarten children. The first section of the report presents the program's background, evaluation design, and characteristics of participating students. The second section describes the program's implementation, dealing specifically with the classroom environment, instructional practices, continuity across grade levels, staff activities, parent involvement and family services, and staff perceptions of the program's strengths and challenges. The third section presents evaluation results indicating that students made significant gains in motor, socio-emotional, language, and cognitive development. The fourth section provides recommendations of the Office of Educational Research for enhancing the effectiveness of curriculum, staff development, and the parent component. A copy of the developmental profile used to evaluate the SuperStart participants is included. (AP)

ED 380 202 PS 022 999

SuperStart Plus Evaluation Report, 1992-93. OER Report.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; Cognitive Development; Curriculum Evaluation; Emotional Development; Language Acquisition; Learning Processes; Outcomes of Education; Parent Participation; *Preschool Children; Preschool Education; *Program Evaluation; Psychomotor Skills; *Regular and Special Education Relationship; Socioeconomic Status; Staff Development; Teacher Attitudes; Teaching Methods; Test Validity
IDENTIFIERS- *Developmentally Appropriate Programs; *SuperStart Plus Comprehensive Prekind Prog NY

This report describes the background, program implementation, student development evaluation, and recommendations of SuperStart Plus, in New York City. SuperStart Plus, a comprehensive integrated prekindergarten program that serves general education and special education children in the same classroom, is designed to provide a developmentally appropriate learning environment to enhance the cognitive, social, physical, emotional, and language development of 3- and 4-year old children. The program included staff development and parent outreach services. In 1992-93, the program's first year, 337 general and special education students participated. The first section of the report presents the program's background and evaluation design, and the characteristics of participating students. The second section describes the program's implementation, dealing specifically with the classroom environment, instructional practices, continuity across grade

American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994). Table may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Coding; Communication Research; *Communication Skills; Interaction Process Analysis; Interpersonal Communication; *Preschool Children; Preschool Education; Scripts
IDENTIFIERS- *Communications Behavior; *Communication Script Analysis; Dyads

This study examined the impact of preschoolers' knowledge of routine events, or scripts, on their conversational performance during dyadic pretend play with different discourse partners. The study was intended to investigate the success of preschoolers' communication with dyad members in matched and unmatched conditions, and to examine the ways in which preschoolers establish shared knowledge involving scripted events. Thirty preschool children, ages 4 to 5, were assigned to same-age and same-sex dyads and participated in a script-knowledge assessment and a communication assessment, each on different days. The results showed that preschoolers' interactions were more successful when both children shared knowledge of the script than when only one child had adequate script knowledge. Preschoolers accommodated discrepancies in level of script knowledge by engaging in communicative behaviors to establish shared knowledge with their partners. Older children were particularly skilled at appropriately establishing shared knowledge when needed. (AP)

ED 380 221 PS 023 058

Joint Legislative Oversight Committee on Early Childhood Education and Development Initiatives Report to the 1993 General Assembly of North Carolina 1994 Session.
PUB DATE- 18 May 94
NOTE- 89p.; Appendix H (map) contains filled print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Committees; *Demonstration Programs; Early Childhood Education; Health Services; Integrated Services; *Partnerships in Education; Program Budgeting; Program Descriptions; Social Services; State Government; *State Legislation; *State Programs; Statewide Planning
IDENTIFIERS- Family Support; North Carolina; *Smart Start

This report describes the 1994 activities and recommendations of the committee charged with studying the budget, programs, and policies of North Carolina's 12 Smart Start early childhood education and development demonstration projects. Smart Start is a high quality early childhood education and family services initiative involving public and private sector partnerships for children. In 1994, the committee met three times to hear testimony from the state Department of Human Resources, the Secretary of Human Resources, the North Carolina Partnership for Children, Inc. (a public-private corporation that administers the Smart Start programs), 8 of the 12 local Smart Start programs, and 3 local planning committees from counties not selected for Smart Start demonstration projects in 1993. The committee recommended that funding for Smart Start be increased in fiscal year 1994-95, and that 12 additional sites should be selected for demonstration projects. The bulk of this report consists of 12 appendixes, which include copies of the statute that created the committee, the committee roster, a rather than to find answers to questions posed by a teacher. Project work is complementary to the systematic parts of a curriculum. Whereas systematic instruction helps children acquire skills, addresses children's deficiencies, and stresses extrinsic motivation, project work provides opportunities to apply skills, addresses children's proficiencies, and stresses intrinsic motivation. Projects differ from themes, which are broad topics such as "seasons," and units, which consist of preplanned lessons and activities on particular topics. In themes and units, children usually have little role in specifying the questions to be answered as the work proceeds. This is not the case in projects. Activities engaged in during project work include drawing, writing, reading, recording observations, and interviewing experts. Projects can be implemented in three stages. In Phase 1, "Getting Started," the teacher and children select and refine the topic to be studied. Phase 2, "Field Work," consists of investigating, drawing, constructing models, recording, and exploring. Phase 3, "Culminating and Debriefing Events," includes preparing and presenting reports of results. These characteristics of projects are exemplified in a project in which kindergartners collected 31 different types of balls. After collecting the balls, the class examined various characteristics of the balls, such as shape, surface texture, circumference, composition, weight, resistance, and use. This project involved children in a variety of tasks and gave children the opportunity to learn a new vocabulary as their knowledge of a familiar object deepened. (BC)

ED 380 239   PS 023 153

Katz, Lilian G.
La Evaluacion del Desarrollo de los Alumnos Preescolares (Assessing the Development of Preschoolers). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 3p.; Spanish translation of ED 372 875.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Affection; *Child Development; Childhood Interests; Curiosity; Eating Habits; *Evaluation Criteria; Friendship; Play; *Preschool Children; Preschool Education; Sleep
IDENTIFIERS- Authority; *Developmental Assessment; Emotional Expression; ERIC Digests; Toilet Training

To help parents address those aspects of their child's development which may need special encouragement, support, or intervention, this digest delineates 11 categories of behavior for assessment. Parents should not be alarmed if their children are having difficulty in only a few categories, and they should not judge their children's permanent behavior based on 1 day's observation. The categories are: (1) sleeping habits; (2) eating habits; (3) toilet habits; (4) range of emotions; (5) friendship; (6) variations in play; (7) responses to authority; (8) curiosity; (9) interest; (10) spontaneous affection; and (11) enjoyment of the "good things in life." Concerning these categories, parents should ask whether their child usually falls asleep easily and wakes up rested; eats with appetite; has bowel and bladder control, especially during the day; shows

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); Building Design; *Disabilities; *Housing; Independent Living; Information Sources; *Rural Areas
IDENTIFIERS- Mobile Homes

This issue of the quarterly newsletter "Rural Exchange" provides information and resources on accessible rural housing for the disabled. "Accessible Manufactured Housing Could Increase Rural Home Supply" (Nick Baker) suggests that incorporation of access features such as lever door handles and no-step entries into manufactured housing could help to meet the growing demand for accessible housing in rural areas. Difficulties to be overcome include zoning restrictions, lending policies of local banks, and ignorance of local manufactured housing dealers. A four-page fact sheet on accessible rural housing contains a statement of the problem; a sample design of an accessible three-bedroom house; and a list of resources for advocacy, design information, remodeling techniques, products and building materials, and educational opportunities for building industry professionals. "The HAMMER Project: A Partnership That Creates Accessible Housing" (Duane French, Bill Crandall) describes a project in Fairbanks (Alaska) that provides affordable accessibility modifications to private homes though a partnership among the local carpenters' union, Access Alaska, Easter Seals, and private businesses. Short features describe AgrAbility, a federal program that enables disabled farmers and ranchers to continue living on their land; discuss a Montana information network for people with disabilities; note that housing information is available at local libraries; and recommend a 57-page book "Building a Ramp," by John Henson. (SV)

ED 380 256 RC 019 996

Indian Self-Determination and Education Assistance Act. Oversight Hearing on the Implementation of the Indian Self-Determination Act, and Development of Regulations Following Passage of the 1988 Amendments to the Act before the Subcommittee on Native American Affairs of the Committee on Natural Resources. House of Representatives, One Hundred Third Congress, Second Session (July 29, 1994).
PUB DATE- 95
NOTE- 217p.; Serial No. 103-105.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *Bureaucracy; Elementary Secondary Education; *Federal Indian Relationship; Federal Legislation; Federal Programs; Health Programs; Hearings; *Program Administration; Public Agencies; *Self Determination; Tribally Controlled Education; *Tribes
IDENTIFIERS- Bureau of Indian Affairs; Congress 103rd; Indian Health Service; *Indian Self Determination Education Assistance Act

The Indian Self-Determination and Education Assistance Act of 1975 aimed to maximize tribal participation in planning and administration of federal services and programs, and to reduce federal bureaucracy in those programs. Despite passage of the act, tribal attempts to assume operations of federal programs were hindered by increased federal bureaucracy and restrictive contracting regulations. The 1988 amendments to the act were intended to remove contracting barriers, and required the

ED 380 274 SE 055 660

Robitaille, David F., Ed.; And Others
Curriculum Frameworks for Mathematics and Science. TIMSS Monograph No. 1.
PUB DATE- 93
NOTE- 102p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Elementary Secondary Education; Foreign Countries; *International Studies; *Mathematics Education; *Mathematics Tests; Research Design; Science Education; *Science Tests
IDENTIFIERS- Science Education Research; *Third International Mathematics and Science Study

The development of curriculum frameworks for mathematics and science was an essential first step in the Third International Mathematics and Science Study (TIMSS). The frameworks have served as guides for the design of the achievement testing component of TIMSS, and as the foundation upon which the curriculum analysis component of the study is based. The goal of this monograph is to explicate those frameworks, to trace the process of their development as part of the overall TIMSS project, and to show where the frameworks and the curriculum analysis fit into the study as a whole. Chapter 1 is an introduction to TIMSS, and chapter 2 contains an overview of the study as a whole, as well as a description of the conceptual framework and related research questions. Chapter 3 includes a description of the structure of the frameworks and presents some suggestions about ways in which the frameworks might be used to provide rich descriptions of student outcome data. The frameworks themselves are presented in the appendices. Contains 34 references. (MKR)

ED 380 275 SE 055 671

Calculus-Based Physics Exploratory Study. Summary Report.
PUB DATE- Dec 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Calculus; *Females; Higher Education; *Physics; *Science Instruction; *Sex Differences
IDENTIFIERS- *Science Achievement; *Single Sex Classes

Generally, the levels of participation and achievement of females in science do not match those of male learners. This report describes the formation and study of an all-female section of calculus-based physics for the purpose of providing an environment that might enhance the participation and achievement of females in the physical sciences so that the Illinois Mathematics and Science Academy could study the phenomenon of disproportionately low participation and achievement of females in an upper-level physics course. The study employed a pretest-posttest experimental-control group design and included three co-ed sections and one all-female section of first semester calculus-based physics. Findings included: (1) a different quality to the atmosphere, character, and climate of the all-female class; (2) greater performance-level growth on quizzes, homework, and class exams of students in the all-female class; (3) more females enrolled in and successfully completed calculus-based physics than before; (4)

Shapiro, Bonnie
What Children Bring to Light: A Constructivist Perspective on Children's Learning in Science. Ways of Knowing in Science Series.
PUB DATE- 94
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Environment; *Constructivism (Learning); *Grade 5; Intermediate Grades; *Learning Experience; *Learning Theories; *Light; Science Education

The primary purpose of this book is to help teachers develop new insight into the learner's experience of science learning in school settings. The book focuses on the personal experience of the learner, taking the position that learning must be understood not only as a cognitive experience but also as an emotional, personal, social, and cultural one. The meaning of a constructivist perspective is clarified by its use in the context of a study. The book is presented in three parts. Part I introduces the idea of constructivism and its development and value, and reviews literature on children's learning in science and children's ideas about light as a background to the study. Part II contains a snapshot portrayal of individual students in the same classroom setting as they learn about the topic of light in the fifth-grade classroom. The case reports identify patterns that constitute each individual's efforts to make meaning in science learning. Part III studies the patterns identified as an ecology of interweaving classroom features, called "personal orientation to science learning," and a summary of the picture of science learning is presented. An epilogue discusses the importance of the personal in a consideration of science learning. (LZ)

ED 380 297 SE 055 968

Halacy, Beth; Halacy, Dan
Cooking with the Sun. How To Build and Use Solar Cookers.
PUB DATE- 92
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Food; *Solar Energy
IDENTIFIERS- *Solar Cooking

For those working with solar energy and/or conservation and the careful use of resources, constructing a solar oven can be a fun and useful activity. This book describes the construction and use of solar ovens for cooking. Construction details are provided for two inexpensive solar ovens and a reflector hot plate that can then be used to cook 100 tested recipes. Chapter topics include: (1) a brief history of solar cookers; (2) solar energy and how to use it; (3) building the solar oven; (4) building the solar hot plate; (5) other solar cookers; (6) introduction to solar cookery; (7) breads; (8) vegetables; (9) legumes and grains; (10) casseroles; (11) poultry and fish; (12) meat; and (13) desserts. Appendices contain instructions for a minimal solar box cooker, suppliers of solar cooking equipment, and author information. (LZ)

ED 380 298 SE 055 970

NOTE- 368p.; Children's poems in the student's text are presented in English, Spanish, and Japanese.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Curriculum Enrichment; Instructional Materials; Learning Activities; Maps; *Multicultural Education; Poetry; Primary Education; *Social Studies; *Whole Language Approach

This document consists of three books in one. The first book is a reproducible book for students titled "Tiggy and Me and Butterfly, Too!" about traveling around the world. The second book, for the teacher, includes a guide to teaching the student's book and a comprehensive whole language, multicultural, multidisciplinary resource book. The third book contains over 55 cross-curriculum activity blacklines and 40 Spanish and Japanese student's poetry translations. In the student's book, a little boy and his pet cat travel from the sea floor to the moon. The emphasis is on exploring the earth, its land, and its people. The story is told in rhyme, is open-ended, and has a lesson about getting home on time. At the end of the 25 lessons the students, with the teacher's help, have made their own copy of the book using the reproducible illustrations and poetry text. This student's copy also can contain the teacher-directed daily writing in each child's "captain's log" about the places and countries visited. The students receive an illustration and a poem from the reproducible book for each lesson. When the 20 poems are concluded each child binds the colored illustrations, poems, writing, and activity sheets to create a new book. For the teacher, this resource book has been constructed with the 20 reproducible story illustrations and poems with their Spanish and Japanese translations, a 25-day lesson plan guide, 15 daily teaching activities, 55 possible cross-curriculum reproducible activities, and multicultural materials lists. (DK)

ED 380 319   SO 024 144

Fien, John, Ed.
Teaching for a Sustainable World. Environmental and Development Education Project for Teacher Education.
SPONS. AGENCY- Australian International Development Assistance Bureau.; Griffith Univ. Nathan, Brisbane (Australia).
PUB DATE- 93
NOTE- 519p.; Photographs in handout material may not copy adequately.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Ecology; *Economic Development; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Futures (of Society); Higher Education; Preservice Teacher Education; Sustainable Development; *Teacher Workshops; Waste Disposal
IDENTIFIERS- Australia

This document is a curriculum for preservice teachers that attempts to illustrate how environmental education and development education are related and to provide practical assistance for teacher educators who would like to include these important fields in their programs. The project provides a focus for discussion of environmental and development which selected and trained teachers currently unendorsed but employed to teach students with severe disabilities in schools across Virginia. Participating universities included the University of Virginia (UVA), George Mason University, and Virginia Commonwealth University, with Virginia Polytechnical Institute offering practica. The endorsement program consisted of 15 hours of graduate credit, taken primarily on a non-degree inservice basis while teachers continued teaching. Participating teachers took the bulk of their coursework near their place of employment, earned practicum credits where they worked, and attended a summer institute held at UVA. Master teachers from three of Virginia's Technical Assistance Centers in Severe Disabilities assisted in the monitoring of trainees in their classrooms as they designed and implemented practicum activities. Approximately 75 teachers participated in at least one course; 61 of the 75 completed most or all of the project requirements, and 50 of them successfully met the endorsement requirements. This report describes project goals and objectives; the project's conceptual framework; training model, activities, and participants; and evaluation findings. Appendices include a timeline of objectives, activities, and accomplishments; a trainee survey; and a faculty and staff survey questionnaire. (JDD)

ED 379 878 EC 303 752

Reganick, Karol A.
A Cooperative Training Program for Students with Severe Behavior Problems: Description and Comparative Evaluation.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Disorders; *Community Based Instruction (Disabilities); *Cooperative Education; Cooperative Programs; Employment Potential; *School Business Relationship; Secondary Education; Severe Disabilities; *Work Experience Programs

The Cooperative Training Program was implemented with 20 students having severe behavior problems, to augment a classroom employability curriculum. Educators and business managers at a local Perkins restaurant worked cooperatively to design a new curriculum and recruitment procedure to benefit both students and the business. A continuous and comprehensive evaluation process using anecdotal records and progress charts was also developed. Two program evaluation models were applied--Tyler's goal attainment model and Stufflebeam's Context, Input, Process, Product (CIPP) model. Four students successfully completed the program and are employed in the community. Appendices provide a sample training agreement and evaluation forms. (DB)

ED 379 879 EC 303 753

Taylor, Ralph
Supporting Behaviorally Emotionally Handicapped and Excluded Students and Teachers by Providing Comprehensive Inservice Training for Behavior Modification Technicians.
PUB DATE- 94
NOTE- 54p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports -

professionals, a framework for effective communication, medical risk factors for developmental problems, the medical work-up of a child with developmental delay, growth parameters, what other team members want from health care professionals, and application of the health care professional's expertise to the Performance Competence Model (which determines how children interact with their environment). The module includes an outline of content in each of these areas and copies of 16 overheads and handouts. (JDD)

ED 379 897 EC 303 772

Arango, Polly; And Others
Family Module. Teams in Early Intervention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 93
NOTE- 26p.; For related documents, see EC 303 770-775. This module was designed to be used in conjunction with the introductory module, EC 303 770.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Disabilities; Early Childhood Education; *Early Intervention; *Family Involvement; *Family Role; Health Personnel; Inservice Education; Interdisciplinary Approach; Occupational Therapy; Physical Therapy; *Professional Development; Speech Therapy; *Teamwork; Therapists; Training

Project TIE (Teams in Early Intervention) was conceptualized to meet the need for: (1) involvement of formerly "ancillary" service professionals in early intervention for children with disabilities, (2) high quality family-centered services, and (3) training in the team approach. The project provides training to four groups that might constitute an early intervention team--speech/language pathologists, motor therapists, health care professionals, and family members. This training module emphasizes the importance of the family as the basis in delivering early intervention services. The first section, "Pathways to Teaming," outlines reasons for consulting with families; presents a framework for effective communication; emphasizes the importance of viewing the child from a holistic perspective and taking time to build a relationship between family and professional; and offers family-centered principles for speech/language pathologists, occupational/physical therapists, and health care professionals. The second section, "A Framework for Early Intervention," points out the need to determine what other team members want from families and offers a mechanism whereby family expertise can be applied to the Performance Competence Model to determine how children interact with their environment. Five handouts and overheads are appended. (JDD)

ED 379 898 EC 303 773

Oetter, Patti; And Others
Occupational/Physical Therapy Module. Teams in Early Intervention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 93
NOTE- 37p.; For related documents, see EC 303 770-775. This

NOTE- 18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (74th, Phoenix, AZ, November 21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Classroom Environment; *Classroom Observation Techniques; Cooperation; Cultural Awareness; Cultural Background; *Cultural Literacy; Elementary Secondary Education; *Instructional Materials; Integrated Curriculum; Learning Strategies; Minority Groups; Relevance (Education); Second Language Instruction; Second Language Learning; *Social Studies; Teaching Methods; *Textbook Content
IDENTIFIERS- *Content Area Teaching

This paper focuses on helping social studies teachers discover ways to help second language students comprehend, use, and learn language as well as content in the classroom. Activities conducive to this purpose include: providing contextual support such as pictures, globes, videotapes, diagrams, body and facial gestures, pantomime and role playing; helping students activate or construct background knowledge through class elections, field trips and simulations; use of historical fiction, diaries and group discussion with Americans and students from other cultures; reading from textbooks that provide support that builds authentic mental images; teacher assistance in helping students construct relevant background knowledge and contrast concepts in their culture and in American culture; presenting students with definitions of difficult textbook words; semantic maps that introduce key words and a visual scheme to represent relationships among important events, people, or other historical facts; use of the Experience-Text-Relationship approach; teacher observation of classroom tasks to analyze the discourse, interaction, and the language demands of tasks; teacher development and use of reading guides that help students simplify difficult material; and formal writing assignments. Another goal of language-sensitive social studies classes is to make the class conducive to language development through increased opportunities for language production and the development of the skills of speaking, listening, reading, and writing. Finally, it is important for social studies and other content teachers to collaborate in ensuring continued language and literacy development of language minority students. (Contains 49 references.) (CK)

ED 379 917 FL 022 759

Fradd, Sandra Homlar; And Others
Instructional Assessment. An Integrative Approach to Evaluating Student Performance.
PUB DATE- 94
NOTE- 509p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; *Educational Diagnosis; English (Second Language); *Evaluation Methods; *Evaluation Research; Information Utilization; Instructional Effectiveness; Learning Disabilities; Limited English Speaking; Oral Language; Problem Solving; Second Language Instruction; Second Language Learning; Special Needs Students; Student Evaluation; *Teacher

This report focuses on the processes of learning to read and write in the initial phases. Two studies are presented. The first is a review of four theoretical approaches, including Jerome Bruner's representation theory, and theories of concept learning, metacognition, and metalinguistic awareness. The purpose of the literature study was to examine what aspects from each of the four theoretical fields could be relevant to the process of learning to read and write and in what ways the theories could contribute to explanations of why some children are slower in the initial phase. The second study examined 6-year-old preschool children's attitudes towards reading and writing in order to get an idea of their thoughts regarding reading and writing before beginning formal schooling. The measures used to gauge students attitudes were constructed in connection with the four theoretical fields. It is suggested that this study will contribute to knowledge of how children view reading and writing before they start school. (VWL)

ED 379 937 FL 022 801

Nemeth T., Eniko
On the Role of Pragmatic Connectives in Hungarian Spoken Discourses.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Coherence; Discourse Analysis; Foreign Countries; *Hungarian; *Language Patterns; Language Research; Linguistic Theory; *Oral Language; *Pragmatics; Uncommonly Taught Languages
IDENTIFIERS- *Connectives (Grammar)

A discussion of Hungarian spoken discourse focuses on the role of two pragmatic connectives, "hat" ("well, so (after all)") and "mert" ("because"). Introductory sections discuss the classification of utterance-types as a prerequisite to analyzing discourse and the utterance-type as defined by pragmatic functions. A third section discusses the examination of discourse coherence relations between utterance-tokens. Four elements of this analysis are defined: basic operation of the discourse segment (additive or causal); source of coherence; order of segments (basic or non-basic); and polarity with its positive or negative relations. The role of the two connectives in Hungarian in indicating relationships between the discourse segments is then described in terms of those four elements, and illustrated in specific utterances. Contains 17 references. (MSE)

ED 379 938 FL 022 805

Schmidt, Ken
Optimizing Picture Activities for the Language Classroom: Picture Line-Up Activities.
PUB DATE- Jan 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- *Class Activities; *Classroom Communication; Classroom Techniques; *English (Second Language); Foreign Countries; *Instructional Materials; *Pictorial Stimuli; Second Language Instruction; *Visual Aids

ED 379 956 FL 800 882

Garcia, Paula; Keresztes-Nagy, Susan
English as a Second Language for the Workplace. Worker Education Program. Curriculum Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 93
NOTE- 77p.; For related documents, see FL 800 880-883.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Classroom Techniques; Course Content; Curriculum Design; Educational Objectives; Educational Strategies; *English (Second Language); *Fashion Industry; Instructional Materials; Interpersonal Communication; *Job Skills; Language Skills; *Literacy Education; Occupational Safety and Health; Organizational Communication; Quality Control; Records (Forms); Second Language Instruction; Vocabulary; *Vocational English (Second Language); Work Environment
IDENTIFIERS- Workplace Literacy

The guide outlines the curriculum designed for a workplace literacy program for about 500 members of a clothing and textile workers union in the Chicago (Illinois) area. The program is intended to prepare workers for the challenges of work in an environment of constantly changing demographics, new technology, and shifting global economy. An introductory section summarizes the program design and goals, participants, staffing, and support services and educational methodology, theory, and philosophy. A section explains the five-unit curriculum in greater detail, describing seven specific instructional strategies (problem-posing, language experience approach, student-generated dialogues and role-plays, use of realia and photographs, Total Physical Response, cooperative learning, and pairwork) to be adapted to workplace needs, ideas for worker-centered activities, and recommended classroom techniques. The instructional materials to be used are noted and additional teacher guidelines are outlined. Subsequently, charts expand on the five curriculum unit themes (work issues/workplace communication, health and safety, quality control, work forms, and company rules), specifying participant performance objectives, related language skills, lesson ideas and activities, and instructional materials. Course goals and vocabulary specific to each of the participating companies are also outlined. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 957 FL 800 883

Keresztes-Nagy, Susan
Health & Safety in the Workplace. Worker Education Program. Curriculum Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 93
NOTE- 33p.; For related documents, see FL 800 880-882.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Literacy; Classroom Techniques; Curriculum Design; Educational Strategies; English (Second Language); Hazardous Materials; *Job Skills; *Literacy Education;

need to be addressed include: (1) who should receive higher education; (2) who should pay for higher education; and (3) what role should state and federal support play. Institutional solutions focus on making do with less, doing the same with less, changing the educational delivery system, and sharpening and differentiating institutional missions. State options include high tuition, high student aid policies for state institutions, increased budgetary efficiency, and decentralization. Federal options include student loan reform, national service programs, and commitment to data collection, while philanthropic options include support for institutional studies, leadership and policy studies, and constructive criticism of institutional and government policies. (MDM)

ED 379 976   HE 028 077

Barnes, Jennifer; And Others
Higher Education Staff Development: Directions for the 21st Century.
PUB DATE- 94
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; College Administration; College Instruction; Colleges; *Cooperative Programs; Developed Nations; Developing Nations; Educational Trends; *Faculty Development; Foreign Countries; *Futures (of Society); *Higher Education; Human Resources; *Labor Force Development; Literacy; *Management Development; Partnerships in Education; Program Descriptions; Research and Development; Staff Development; Universities
IDENTIFIERS- Africa; Caribbean; Hungary; Latin America; Middle East; New Zealand; Thailand; UNESCO

This collection of 13 papers offers an international perspective on future directions of staff development at colleges and universities, focusing on academic staff development, higher education teaching networks, and managerial and human resource development. Papers are: (1) "Higher Education Staff Development for the 21st Century: Directions for UNESCO's Co-operative Action" (Mary-Louise Kearney); (2) "The Role of the University in Adult Literacy Staff Development" (Mohamed Maamouri); (3) "Assisting New Academic Programmes in Environmental Management in Developing Countries" (Geoffrey McDonald and Chatchai Ratanachai); (4) "African Religions--A Non-Traditional Approach to Academic Staff Development: A Case Study of the Development of the UNITWIN Network for Southern Africa" (Gerrie ter Haar and Henk J. van Rinsum); (5) "The Contribution of Higher Education to Research and Development Activity in Latin America--The Case of the UNESCO/CRE-COLUMBUS/Instituto Venezolano de Investigaciones Cientificas (IVIV) Chair" (Hebe Vessuri); (6) "Higher Education Teaching Development Networks--The Experience of the European Network on Staff Development in Higher Education (ENSDHE)" (Brigette Berendt); (7) "University Teaching Networks: The Arab Network for Staff Development" (Hassan El Hares); (8) "Teaching Development in New Zealand Higher Education" (John Jones); (9) "University Teaching Networks in Latin America and the Caribbean" (Jose Silvio); (10) "Managerial Staff Development and Human Resource Planning" (Jennifer Barnes); (11) "Higher Education in Hungary--Challenge and Change" (Janos Csirik); (12) "The African University: Towards Innovative Management Strategies for the 21st Century" (Mubanga E. Kashoki); and (13) "Managerial Staff Development and Human Resource Planning--The replacing teaching assignments, by extending contracts to 12 months, or by a stipend payment. New faculty contracted positions have been created, including Faculty Liaison, Senior Lecturers, and Department Associates, to work with full-time faculty who act as Program Chairs and Subject Specialists. (JDD)

ED 379 997 HE 028 112

Humphreys, Debra
Changing the Major: Innovation Priorities in the Fields.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *College Instruction; Educational Change; *Educational Innovation; Higher Education; *Intellectual Disciplines; *Majors (Students); Program Development

The major in most colleges has been criticized as little more than a gathering of courses taken in one department, lacking structure and depth or emphasizing content to the neglect of inquiry on which the content is based. This report, based on the "Re-Forming Majors" project of the Association of American Colleges and Universities, presents descriptions of major programs that have established clear goals, a shared sense of collective purpose, and a discernible sense of progression through the major. In these programs, faculty members have created a spine of common courses that provide students with educational milestones and intellectual community throughout their programs. Faculty focus on the intellectual tasks or practices that students ought to undertake across their course of study, which provides a map for faculty members as they plan course assignments. This report lists curricular and pedagogical innovations undertaken in humanities, social sciences, and science and mathematics. The report also offers information on how reform was implemented by specific departments, in English, foreign languages, history, psychology, economics, sociology and anthropology, physics, biology and environmental studies, and mathematics. The reform efforts focus on encouraging connected learning, restructuring the sequence of course paths, re-organizing laboratory work, integrating the use of new technologies, incorporating problem-based learning, and other approaches. (JDD)

ED 379 998 HE 028 113

Ginorio, Angela B.
Warming the Climate for Women in Academic Science.
PUB DATE- 95
NOTE- 44p.; A product of the Program on the Status and Education of Women.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Choice; Career Development; Change Strategies; *College Environment; *College Science; Disabilities; Elementary Secondary Education; Ethnic Groups; Females; Higher Education; Mathematics Education; *Minority Group Teachers; Science Careers; *Science Education; Science Interests; Sciences; *Sex Bias; Teaching Conditions; *Women

A Successful College Retention Program.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Affective Objectives; *College Freshmen; College Students; Disabilities; *Dropout Prevention; Federal Programs; Higher Education; *High Risk Students; Low Income Groups; Minority Groups; Program Effectiveness; *Remedial Programs; School Holding Power; Social Support Groups; Special Needs Students; *Student Adjustment; *Student Attrition; Study Skills
IDENTIFIERS- First Generation Students; *Purdue University IN

This study assessed the impact of the HORIZONS Student Support Program on participating college freshmen at Purdue University (Indiana). HORIZONS is a federally funded program designed to increase retention of first generation, low income, or physically disabled students. The cornerstone of the project and the vehicle through which most services are delivered is the freshman orientation course, "Strategies for Effective Academic Performance," which addresses cognitive and affective needs. Students meet for 3 hours per week in a classroom to address the cognitive portion of the course and for 2 hours per week in a "Community Building/Personal Growth Laboratory" to work on the affective portion of the course. This study compared all 47 freshmen who entered the program in fall 1990 with a matched group of those who did not. Results showed that participation in HORIZONS had a dramatic impact on student retention and rate of graduation. The HORIZONS group retained 85 percent through 10 semesters while the control group retained only 47 percent. The increase in retention and graduation rates resulted from the delivery of a comprehensive set of services. Students evaluated the services and indicated that belonging to a support network, instruction in effective study methods, and tutoring were the most important services. (JB)

ED 380 018 HE 028 133

Campus Practices for Student Success: A Compendium of Model Programs.
SPONS. AGENCY- Student Loan Marketing Association, Washington, D.C.
PUB DATE- 94
NOTE- 125p.; A product of the AASCU/Sallie Mae National Retention Project.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Environment; College Programs; *Demonstration Programs; *Dropout Prevention; Educationally Disadvantaged; *Educational Practices; Higher Education; High Risk Students; Program Descriptions; School Holding Power; *State Colleges; *Student Adjustment; Student Attrition; Success

This volume contains descriptions of programs for student success and retention at 68 state colleges and universities in the United States. Each institution is a participant in the National Retention Project, a research-based project working within broader campus cultures that are committed to providing access and success to students traditionally underrepresented

84.8 percent of other first-year freshmen re-enrolled. Little or no significance was found in the relationship of sex, race, American College Testing composite score, or high school grade point average to retention rates. The study concludes that when a university focuses on improved programs and services that contribute to student satisfaction and success rather than focusing on student retention, students are more satisfied and remain in school longer. Recommendations are offered for improvement of the University 101 program. (Contains 11 references.) (JDD)

ED 380 037 HE 028 154

CASE Campaign Standards: Management and Reporting Standards for Educational Fund-Raising Campaigns.
PUB DATE- 18 Apr 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; *Fund Raising; Higher Education; *Institutional Advancement; *Private Financial Support; Reports; *Standards

This document establishes guidance for managing educational fund-raising campaigns and standards for reporting campaign gifts in the United States and Canada. The guidelines offer an objective means to compare one campaign to another and a rational way to discern how well a campaign has met its goals. The standards depend upon three fundamental concepts: (1) campaign reports should separate results by the campaign's featured objectives and the campaign's other objectives; (2) campaign reports should separate outright/current gifts and pledges from deferred gifts; and (3) reports should record deferred gifts at their face value and discounted present value. Guidelines for campaign management address campaign design, plan, purposes, marketing, and recognition. Campaign reporting standards cover the campaign period, campaign counting, advance-gifts phase/nucleus-fund phase, reporting gifts, pledges, and exclusions. Reporting standards focus on cash, marketable securities, closely held stock, gifts of property, charitable remainder trusts, life insurance, and other types of gifts and pledges. Appendixes include: a form for institutions to use in annually reporting campaign activities to the Council for Advancement and Support of Education; a methodology for present-value calculation; a life expectancy table; a sample deferred pledge agreement; and a sample contract to make a will. (JDD)

ED 380 038 HE 028 155

Matheny, Richard E.
Major Gifts: Solicitation Strategies.
PUB DATE- 94
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; *Fund Raising; *Guidelines; Higher Education; *Institutional Advancement; *Private Financial Support; Public Relations; Universities

This book explores strategies for major gift fund raising for

Elmer-Dewitt's article in "Time" on the history of the Internet. The effect of information technology on the future of human interaction is discussed, with a focus on electronic mail and the use of technology as a facilitator of communication; and the lack of hierarchical social structure via the Internet is also considered. (AEF).

ED 380 056 IR 016 977

Beauchamp, Darrell G.; And Others
Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994).
PUB DATE- 95
NOTE- 429p.; For individual papers, see IR 016 978-IR 017 021. For the 1993 proceedings, see ED 370 602.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art Education; Color; Computer Graphics; Curriculum; Distance Education; Elementary Secondary Education; *Graphic Arts; Higher Education; Hypermedia; *Imagery; Instructional Design; Memory; Multimedia Materials; Needs Assessment; Rural Areas; Screen Design (Computers); Sex Discrimination; *Visual Aids; *Visual Arts; *Visual Learning; *Visual Literacy
IDENTIFIERS- Internet; Virtual Reality

This document contains selected conference papers all relating to visual literacy. The topics include: process issues in visual literacy; interpreting visual statements; what teachers need to know; multimedia presentations; distance education materials for correctional use; visual culture; audio-visual interaction in desktop multimedia; the evolution of a drawing; visualizing the experience of Alzheimer's; virtual reality and artificial intelligence; curriculum; successful student presentations; children's observations about art; gender equity and visual literacy; visualizing qualitative data; design expression; role of color in remembering graphically presented information; associations from pictures; selecting instructional visuals; photorealistic rendering; graphics and instructional design; effect of color coding and test type; symbols in international business; screen design; needs assessment; reader-response analysis; syntax of moving images; dual coding hypothesis; visuals for information access; visual dialect; visual communication media criticism; spatial representation; gender stereotyped computer clip-art images; scientific and technological imagery; electronic visualization; assessing attitudes toward computer technology; resources on the Internet; hypermedia and rural areas; visual design through hypermedia; visual cues; digitizing images for curriculum; photography/digital imaging; artistic performance and visual proficiency; and timeless images. Also, there is an author index and a list of author addresses. (DGM)

ED 380 057 IR 016 978

Dake, Dennis M.
Process Issues in Visual Literacy.
PUB DATE- 95
NOTE- 24p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

students, who were asked to write down what company they thought the advertisement represented; type of product; company or trademark they believed the advertisement was meant to promote; and whether they had seen the picture before. Results showed that only a few students had either seen some of the pictures before, or could associate the right picture with the right company. It was concluded that pictures seldom give rise to associations that are directly linked to the advertised product, service, company, or trademark, and the associations elicited can best be described as "disparate." Two tables summarize the data. (Contains nine references.) (MAS)

ED 380 075 IR 016 996

Croft, Richard S.; Burton, John K.
Toward a New Theory for Selecting Instructional Visuals.
PUB DATE- 95
NOTE- 11p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Mapping; *Concept Formation; Cues; *Epistemology; *Illustrations; Instructional Materials; *Media Selection; Schemata (Cognition); Selection Tools; *Visual Aids; Visual Learning
IDENTIFIERS- *Concept Attainment Strategy; Dual Coding Theory; Focusing Behavior; Scanning; Selection Theory

This paper provides a rationale for the selection of illustrations and visual aids for the classroom. The theories that describe the processing of visuals are dual coding theory and cue summation theory. Concept attainment theory offers a basis for selecting which cues are relevant for any learning task which includes a component of identification and recognition. Selection strategies, methods for concept attainment, are used when the learner is able to choose the order of instance. Reception strategies are used in the more realistic unpredictable, random instance presentation. Experiments that tested individual choice of selection and reception strategies resulted in the following suggestions to consider when choosing an illustration: instructional pacing; previous experience; and field dependence. Supportive evidence also discusses the effects of pacing; level of prior knowledge; and field dependence and visual learning. It is concluded that the application of concept attainment theory to future research may allow more precise and informed choices of illustrations, as well as suggesting use of types of illustration previously unconsidered. (Contains 34 references.) (DGM)

ED 380 076 IR 016 997

Duff, Jon M.
The Pedagogy of Photorealistic Rendering.
PUB DATE- 95
NOTE- 8p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

resources on the Internet; (2) the major categories of resources; (3) their characteristics; (4) the popular format in which they have been created and archived; (5) common access points to the resources on the Internet; and (6) pilot projects of how visual resources are used in the classroom for instructional purposes. The history of and some data on the Internet is provided. Visual resources on the Internet are characterized as digital, interactive, and manipulative, and they can be classified into three major categories: still images, motion pictures, and Internet news and discussion groups. Netiquette (network etiquette), problems, and rules for using Internet visual resources are outlined. Two appendices define 22 network terms and abbreviations, and offer a list of visual resources available on the Internet. (MAS)

ED 380 094 IR 017 015

Knupfer, Nancy Nelson
Developing Hypermediated, Videodisc Training for Child Welfare Personnel: Bringing Visually Rich Training to Rural Areas.
PUB DATE- 95
NOTE- 14p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Graphics; Distance Education; Elementary Secondary Education; Graphic Arts; Imagery; *Instructional Design; *Multimedia Instruction; Rural Areas; Screen Design (Computers); *Social Workers; Visual Aids; *Visual Learning

This paper addresses some design considerations for computer-produced visual displays that are intended for either local or remote audiences of social workers. The project, "Building Family Foundations," expects to design and produce 10 different educational modules, including: child development; family issues--separation and attachment; family based treatment strategies; legal issues and court procedures; professional ethics; practice skills I and II; stress management; abuse and neglect; and adolescents. Many considerations must be made in the design process: Who is the audience? How should the modules be used? module product components; features; screen design; movement logical flow; team approach; features; and video master tape format. Information display can be organized into three perspectives within the image, structure, meaning, and impact, and each of those is discussed. The "Building Family Foundations" project incorporates the best features of multimedia instruction, and hopes to enhance learning through good instructional design and appropriate use of visual imagery. (Contains 30 references.) (MAS)

ED 380 095 IR 017 016

Lockee, Barbara; Hergert, Tom
Learning Visual Design through Hypermedia: Pathways to Visual Literacy.
PUB DATE- 95
NOTE- 8p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.

*Information Management; Information Policy; Information Science Education; *Information Scientists; *Strategic Planning
IDENTIFIERS- Europe (East); *Information Consultants

At the workshop, better management through strategic planning of information and consultancy was discussed as one way in which developing and Eastern European countries could tackle the complex information problems they are facing during the transition to a market economy. The sixteen papers in this volume are grouped into three basic categories: those dealing with an overview of strategic information planning (SIP)-information resource management (IRM) concept, or some important aspect of it in applied business or other organizational setting; those dealing with case studies in a national, institutional, or private enterprise setting; and those dealing with the education, training, and learning aspects of transferring SIP-IRM knowledge to others in academic or on-the-job settings. Summaries of the 16 papers are also provided in Slovenian. The papers are: "The Role and Training of the Information Resource Manager in Nigeria" (E. N. O. Adimorah); "Strategic Planning: An Essential Process for Research and Information Centres" (Kieran P. Broadbent); "International Information Exchange in the Period of Transition to a Market Economy" (A. V. Butrimenko, A. V. Sorokin); "The Consultancy in the Network Environment" (Marta Dosa); "Information Management for Marketing a Consulting R&D Organization: The Role of the Technology Information Service" (Barbara Gumbs); "Concepts of Success Factor Based Consulting Tools for Information Management" (Josef Herget); "Consultancy on Strategic Information Planning" (Sylvia James); "Development of Management Systems for Slovene Enterprises" (R. Jayashankar); "Business and Information Planning: A Strategic Link" (Barbie E. Keiser); "Information Intrapreneurship in the Company" (Ritva Launo); "Strategy for Training Professionals in Library Science, Documentation and Archives in Africa: New Training for New Professionals" (Mamosi Lelo); "Issues and Challenges for Organisations in Strategic Use of Information" (Liz Orna); "Information Policies for Profitable Information Management Practical Steps" (Liz Orna); "Designing International Information Management Activities for a School of Business Administration" (Eugene J. Rathswohl); "Information Policy in the Pharmaceutical Firm LEK-Ljubljana" (Nada Trzan-Herman, Alenka Kosak); and "Training for Strategic Information Planning" (Irene Wormell). (MAS)

ED 380 113 IR 017 050

Mood, Terry Ann
Distance Education: An Annotated Bibliography.
PUB DATE- 95
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Administrators; Annotated Bibliographies; Communication (Thought Transfer); Conventional Instruction; Correspondence Study; Costs; *Distance Education; *Educational History; *Educational Objectives; Educational Opportunities; *Educational Philosophy; Educational Television; Elementary Secondary Education; Evaluation Methods; Information Sources; *Instructional Materials; Learning Theories; Nontraditional Education; Periodicals

This annotated bibliography emphasizes the pedagogical concerns of distance education with a focus on teachers, students, and administrators. Chapter 1 begins with the history of distance and policy impact. The following strategies are discussed: direct mail; special events; annual fund drives; major gifts; grant seeking; planned giving; friends of the library; and library foundations. Includes nine figures and eight tables. (Contains 45 references.) (MAS)

ED 380 130 IR 055 433

Wherry, Timothy Lee
Patent Searching for Librarians and Inventors.
PUB DATE- 95
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Classification; *Copyrights; Depository Libraries; Federal Regulation; Information Sources; Intellectual Property; *Inventions; Librarians; *Patents; Research; *Systems Analysis; Technology Transfer
IDENTIFIERS- *Trademarks

Information on patents is provided for librarians and laypersons requiring an understanding of the system and the processes involved. Chapter 1 discusses successful patents; terms and concepts; patent types; copyright; trademark; requirements; patent examiners; patent pending; expiration; patentee and assignee; and reissued patents. Chapter 2 examines misconceptions and myths about patents, noting the topics of risks and rewards; assigning and licensing patents; withholding manufacture; international patents; models; closing the Patent and Trademark Office; patenting by amateurs; and unnecessary and unusual patents. Chapter 3 outlines the following steps of the search procedure: (1) identifying the parts of an invention; (2) searching the "Index to the U.S. Patent Classification"; (3) using the "Manual of Classification"; and (4) defining classifications. The steps of the search procedure are continued in chapter 4 as follows: (5) reviewing the subclass list; (6) locating patents by number; (7) examining patent claims. A summary of the process concludes the chapter. Chapter 5 highlights the following: applying the concepts of intellectual property; copyrights; design patents; patents, copyrights, and trademarks; and trademarks and trade secrets. Patents as an information source are considered in chapter 6. Topics include new directions in the research; the problem of knowing what needs to be invented, but not how to do it; new uses for existing technologies; waiting for devices to be invented; discovering what is patentable; predicting growth industries; examples of delays in technology transfer; and advantages of patents as a research tool. Appendices identify often asked questions and their answers for the amateur inventor; patent and trademark depository libraries in the United States; and patent documents in federal depository libraries. (Contains 15 references.) (AEF)

ED 380 131 IR 055 434

Potts, Ken; And Others
Library Information Resource Book For Staff.
PUB DATE- Sep 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Cluster Analysis; Community Colleges; Enrollment Influences; *Enrollment Management; Enrollment Trends; *Geographic Distribution; *Marketing; *School Demography; Socioeconomic Status; *Student Recruitment; Two Year Colleges
IDENTIFIERS- PG TRAK90 Geo Demographic Analysis System; Prince Georges Community College MD

PG-TRAK90 is a cluster-based geographic marketing system designed by Maryland's Prince George's Community College (PGCC) to maximize educational marketing objectives. To create it, United States Census Bureau files containing over 200 demographic, housing, and lifecycle variables for 172 tracts in Prince George County (PGC) were reformatted into marketing-style indicators and subjected to a statistical sorting technique known as cluster analysis. The result was a typology of PGC neighborhoods sorted into 22 clusters based on geographic, socioeconomic, and ethnic categories, including the mostly white, upscale business executives in the "exurbs"; Black Middle America; and the inner suburban mix of young Black and Hispanic families, among others. To determine how well PGCC draws students from across this demographic spectrum, clusters-in-the-county were compared to clusters-in-the-student-body revealing that as of 1990, the student body closely mirrored the county demographics. An analysis of market penetration by cluster revealed that upscale groups sent proportionally more students to PGCC than downscale clusters. Credit versus non-credit course markets were also analyzed for 1985-90, indicating similar proportions of enrollment by cluster in both types of courses. PG-TRAK90 is incorporated directly into PGCC's student recruitment efforts and will provide critical market analysis and contact targeting. (KP)

ED 380 149 JC 950 111

Preliminary Training Proposal for Cessna Aircraft of Independence.
PUB DATE- 95
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aviation Mechanics; College School Cooperation; Community Colleges; Cooperative Programs; Educational Needs; *Industrial Training; Intercollegiate Cooperation; Job Training; Needs Assessment; *Occupational Information; Questionnaires; Retraining; *School Business Relationship; Two Year Colleges

This proposal for a program designed to train workers to manufacture single-engine, piston-driven aircraft for Cessna Corporation was developed by Independence Community College in conjunction with Pittsburgh State University (Kansas) and the Southeast Kansas Area Vocational-Technical School. The proposal provides for on-site training in a state-of-the-art 8,400 square foot training facility; a job training director; a customized training curriculum; a total quality management training staff; selection and assessment screening of employees using college-administered tests chosen in conjunction with Cessna officials; utilization of government-funded grants totaling over $2 million; a state-of-the-art aviation training model; and ongoing training and retraining. Specific training topics included in this proposal are: (1) assumptions and exceptions with respect to materials, processes, and summer; and (11) generous donations from TPC's Herrick Foundation have allowed ICC to develop the Center for Advanced Manufacturing Technology. A chronology of programs offered and data on TPC staff trained are appended. (KP)

ED 380 166   JC 950 152

Cunningham, Pearley
Comparison of the Grade Point Average in Intermediate Algebra of Developmental and Nondevelopmental Students. Revised.
PUB DATE- Feb 95
NOTE- 36p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; College Preparation; Community Colleges; Comparative Analysis; *Grade Point Average; Outcomes of Education; Program Effectiveness; *Remedial Programs; *Screening Tests; *Student Placement; Two Year Colleges; Two Year College Students

A study was conducted at the Community College of Allegheny County, in Pennsylvania, to compared the level of preparedness in an intermediate algebra course for students who placed directly into the course and those who had tested into and completed a basic algebra course. Placement test scores, algebra course grades, and repeat status were determined for the 390 students enrolled in 19 sections of the intermediate algebra course in spring 1993, resulting in a final sample of 248 students who were not repeating and who passed the course. The sample consisted of 35 non-developmental students (i.e., those who had tested directly into the course) and 213 developmental students (i.e., those who completed the basic algebra course). Twelve of the non-developmental students received an "A" in the course, compared to 34 students from the developmental group. Similarly, grade point averages (GPA's) calculated for the groups based on course outcomes indicated that the developmental group had a GPA of 2.183, with a standard deviation of 1.242, while the non-developmental group had a GPA of 2.571, with a standard deviation of 1.481. The z-test used to test the research hypothesis indicated that no significant differences existed between outcomes for the two groups. The study concluded that the developmental students showed no advantage over other students and that the college's mathematics placement test was properly screening students based on algebra skills. (KP)

ED 380 167   JC 950 153

A Profile of Minnesota Technical College Students.
SPONS. AGENCY- Minnesota State Board of Technical Colleges, St. Paul.
PUB DATE- 1 Feb 95
NOTE- 99p.; Findings from the "Economic Baseline Study" conducted by Human Capital Research Corporation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Outcomes Assessment; Financial Support; *Outcomes of Education; *Student Characteristics; *Student Educational Objectives; Student Financial Aid; Technical Institutes; Two Year Colleges; *Two Year College Students

interested citizens to develop quality school-age programs in their communities. The materials are intended for use in workshop-type settings to provide a framework for answering questions, generating creative ideas, and solving problems in developing a school-age care program. The videotape opens with a series of scenes from several school-age programs, showing quality environments. It then introduces and illustrates the four keys to quality in school-age care: (1) planning with school-age children in mind; (2) organizing for diversity and choice; (3) viewing parents as partners with programs; and (4) collaborating with others who can help. The viewers' guide for this videotape summarizes the videotape, then presents four training modules with exercises, based on the four keys to quality. The rest of the viewers' guide presents supplementary readings and worksheets of relevance to school-age programs on such topics as programming for older children, problem solving, and keeping parents informed. (HTH)

ED 380 184 PS 022 828

Newman, Roberta L.
Keys to Quality in School-Age Child Care. Trainer's Guide for Using the Video and Viewer's Guides.
PUB DATE- Nov 93
NOTE- 172p.; For corresponding "Viewer's Guide" and information about videotape, see PS 022 827.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Needs; Children; Cooperation; Cooperative Planning; Elementary Education; Parent Participation; Preadolescents; *Program Development; Program Improvement; *School Age Day Care; School Community Relationship; Training; Videotape Recordings; *Workshops
IDENTIFIERS- Developmentally Appropriate Programs; *Quality Indicators

Based on observations of hundreds of school-age child care programs across the nation and conversations with parents, children, and professionals in school-age care, this training guide is intended to help parents, caregivers, and interested citizens to develop quality school-age programs in their communities. The guide begins by summarizing an instructional video which features a step-by-step approach to using the four keys to a quality program: (1) planning with school-age children in mind; (2) organizing for diversity and choice; (3) viewing parents as partners with programs; and (4) collaborating with others who can help. Uses of this video are also outlined. The guide then discusses common challenges for school-age programs. The next two sections of the guide contain trainer notes on workshops for parent and community groups, including a checklist for determining how well a program meets the four keys, and on workshops for school age professionals. Four training modules for these workshops, with exercises, are then presented, based on the four keys to success. The remainder of the document contains supplementary readings and worksheets of relevance to school-age programs on such topics as programming for older children, problem solving, and keeping parents informed. (HTH)

ED 380 185 PS 022 895

levels, staff activities, parent involvement and family services, and staff perceptions of the program's strengths and challenges. The third section presents evaluation results indicating that both general education and special education students showed significant gains in motor, socio-emotional, language, and cognitive development. The general education students achieved greater gains than the special education students, but these results are presented with the caution that the evaluation instrument was not designed specifically for special education students. The general education students showed slightly lower gains in motor and language development than did students in the original SuperStart program, which did not include special education students. The fourth section provides recommendations from the Office of Educational Research to enhance effectiveness of administration, curriculum, staff development, and the parent component. A copy of the developmental profile used to evaluate participants in the SuperStart Plus program is included. (AP)

ED 380 203 PS 023 004

Landerholm, Elizabeth; And Others
Involving Parents of Young Children in Science, Math and Literacy Activities.
PUB DATE- Apr 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Family Involvement; Family Programs; Family School Relationship; Hispanic Americans; Inner City; *Literacy Education; Low Income Groups; Mathematics Skills; *Parent Education; Parent Influence; *Parent Participation; Parent School Relationship; Parent Student Relationship; Preschool Children; Preschool Education; Program Descriptions; Science Instruction
IDENTIFIERS- *Family Literacy; Family Math; *Family Support; Illinois (Chicago)

A summer parent involvement project was set up in a Chicago inner city public school in a Hispanic neighborhood. The eight-session program was intended to help parents: (1) become involved with the school program by becoming comfortable with the school setting; (2) enjoy reading and writing and replicate these experiences with their children; (3) enjoy and understand science and math processes and replicate these processes with their children. The program was designed to include support activities to build rapport, such as providing refreshments, providing free books, and providing one day a week during which parents could bring other children not enrolled in summer school. The project was also designed to include educational, achievement activities related to family literacy, science, and math. The activities included making healthy snacks for kids, making arts and crafts items, and making books. Parents enjoyed the variety and responded well to each type of activity. The success of this program indicates that different languages and cultures need not be a barrier to parent participation, because the desire to educate children well is universal. (Contains 28 references.) (AP)

ED 380 204 PS 023 009

Family Planning in Sweden. Fact Sheets on Sweden.
PUB DATE- Oct 94

Smart Start program description, legislation and budget figures relevant to the Smart Start program, the mission statement and board membership of the Partnership for Children, and two legislative proposals to expand the Smart Start program in 1994-95. (MDM)

ED 380 222 PS 023 060

Targetting Teenagers.
PUB DATE- Jan 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Behavior Standards; Developed Nations; Developing Nations; *Early Parenthood; *Family Programs; Foreign Countries; *Parenthood Education; *Pregnancy; Pregnant Students; *Prevention; Program Descriptions; Public Policy; Sex Education; Social Attitudes; Social Values; Sociocultural Patterns
IDENTIFIERS- Chile; Ireland; Jamaica; Kenya; New York (New York); Trinidad and Tobago; United States

This theme issue of the Bernard van Leer Foundation newsletter focuses on the problem of teenage pregnancy and teenage parenthood in developing and developed nations, and examines the problems that teenage mothers face in different societies. It explores societal norms and values related to teenage parenting; the effects of teenage parents on children; socioeconomic circumstances related to teenage pregnancy; teenage marriage; pregnancy prevention programs; sex education; educational attitudes; self-esteem; and public policy. Separate sections focus on: (1) societal attitudes toward teenage pregnancy and parenthood in Kenya; (2) the experiences of a teenage mother in Ireland and the work of the Togher Family Centre in Cork; (3) the activities of the Vicaria de la Pastoral Social program in Chile, which is designed to improve the overall development of young children; (4) the Teenage Mothers Project in May Pen, Jamaica, which seeks to improve the prospects of teenage mothers and their children through education and job training; (5) the Adolescent Development Programme, a parenthood and sex education program in Trinidad; and (6) the Teen Parent Resource Center in New York City, which works with schools and other institutions to present pregnancy prevention and parenthood education programs. Contains 24 references. (MDM)

ED 380 223 PS 023 061

Fenichel, Emily, Ed.
Cross-Cultural Studies of Child Development: Implications for Clinicians.
PUB DATE- Oct 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Blacks; Book Reviews; *Child Development; *Cross Cultural Studies; Cultural Awareness; *Cultural Influences; Day Care; Emotional Development; *Family Programs; Foreign Countries; Hispanic Americans; Intervention; Professional Recognition; *Psychotherapy; Social Development; Social Science Research; Social Services; Videotape Recordings
IDENTIFIERS- African Americans; Ireland; Jamaica; Japan

the capacity for a range of emotions over a period of time; initiates and maintains satisfying relationships with peers; varies his or her play and adds different elements to the play; accepts adult authority; exhibits curiosity and adventure; becomes absorbed and interested in something outside him- or herself; expresses spontaneous affection for caregivers; and enjoys the pleasures of childhood. The first 3 of the 11 categories are particularly sensitive indicators of children's well-being because the child has control of them. The other criteria are more culture-bound. When children are having problems with some of these areas of development, they can sometimes be helped when adults simply spend more time with them, or when the children's daily routines are simplified. (BC)

ED 380 240 PS 023 155

Swick, Kevin J.; And Others
Family Involvement in Early Multicultural Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; Cultural Awareness; *Family Involvement; *Family School Relationship; Learning Activities; *Multicultural Education; Parent Education; *Parent Participation; *Parent Teacher Cooperation
IDENTIFIERS- ERIC Digests; Multicultural Materials

Recent studies suggest that the involvement of parents and teachers with young children provides natural opportunities for modeling and nurturing positive cultural attitudes. Strategies that support children's multicultural learning within a context of family involvement are of three types. The first of these is parent education and support. Teachers can support parents by holding orientation meetings to discuss multicultural curricula, sharing multicultural information, and helping parents find resources. The second strategy involves school-family curriculum activities. Activities and resources for children, parents, and teachers include study groups on cultural issues, field trips, the use of materials from various cultures in the classroom, multicultural displays, and original books created by children and their families. Multicultural resources and activities specifically for children include family stories written by children and their parents, children's literature that exhibits a multicultural perspective, storytelling by adults to children, videotapes, audiocassettes, and music produced by children themselves. The third strategy relates to parent-teacher partnerships. Parents can participate in establishing multicultural guidelines for the curriculum and can serve as resource persons for teachers. Teachers can share with families items such as books and videotapes that have a multicultural focus. Using these strategies, families and teachers can prepare children to become sensitive members of a multicultural community. (BC)

ED 380 241 PS 023 166

The State of the World's Children 1995.
PUB DATE- 95
NOTE- 99p.
LANGUAGE- English

Bureau of Indian Affairs and the Indian Health Service to develop regulations with the participation of tribes by October 1989. Despite the preparation of two sets of negotiated tribal-federal draft regulations between 1988 and 1990, the agencies shut down further tribal consultation from mid-1990 to early 1994. In January 1994, the agencies published proposed regulations that bore little resemblance to prior negotiated drafts, and that actually complicated and raised further barriers to the contracting process. With mounting frustration, the tribes unanimously denounced the proposed regulations and called for legislation that would supplant the regulatory process. Both the House and Senate have introduced amendments to make the act's key provisions self-implementing and to establish a model contract. This document contains testimony and written comments on the situation from representatives of the Department of the Interior and the Department of Health and Human Services, tribal leaders, and lawyers representing tribes and tribal organizations. (SV)

ED 380 257 RC 019 998

Bartis, Peter T.; Glatt, Hillary
Folklife Sourcebook: A Directory of Folklife Resources in the United States. Second Edition. Publications of the American Folklife Center, No. 14.
PUB DATE- 94
NOTE- 172p.; For the first edition, see ED 285 813.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Archives; *College Programs; Cultural Education; Cultural Maintenance; Elementary Secondary Education; *Folk Culture; Foreign Countries; Higher Education; Library Collections; *Organizations (Groups); *Primary Sources; Private Agencies; Public Agencies; *Publications; Rural Education
IDENTIFIERS- Ethnomusicology; *Folklorists; Folk Music

This directory lists professional folklore networks and other resources involved in folklife programming in the arts and social sciences, public programs, and educational institutions. The directory covers: (1) federal agencies; (2) folklife programming in public agencies and organizations, by state; (3) a listing by state of archives and special collections of folklore, folklife, and ethnomusicology, including date of establishment, access, research facilities, services, size and format, key collections, publications based on collections, and availability of printed information; (4) higher education degree-granting programs in folklife and folklore, including university programs that formally recognize concentrations or minors in folklore or folklife studies; (5) societies that play a major role in support of folklore studies, cultural conservation, and the perpetuation and presentation of traditional culture; (6) serial publications including newsletters, journals, and magazines associated with professional and public organizations and societies; (7) publishers of books and monographs on folklore, ethnomusicology, and folk music; (8) mail order book dealers of folklore, enthnomusicology, and folk music in North America; (9) mail order dealers of folk music and folklore recordings; and (10) other directories related to folk culture. Appendix introduces folklore resources in Canada and Mexico. Includes an index by state for folk culture programs, archives, and universities. (LP)

ED 380 258 RC 020 001

females in the all-female section demonstrated a significantly higher growth in self-confidence; and (5) for students who participated in the experimental section, prior facility in mathematics was less important for subsequent achievement success. (Contains 35 references.) (MKR)

ED 380 276 SE 055 688

Walenta, Brian; James, Robert K.
Status Study of Mathematics and Science Education in Texas From 1979-1993.
PUB DATE- Sep 93
NOTE- 65p.; Supported by the Texas Science and Mathematics Renaissance Project.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Education; Needs Assessment; *Partnerships in Education; School Community Programs; School Community Relationship; *Science Education; *Standardized Tests; *State Boards of Education; Student Evaluation
IDENTIFIERS- *Reform Efforts; Texas

Texas required a curriculum review of all subjects in 1979. From this review came major changes in the state's educational system. This document reports on the status of the mathematics and science education reforms that took place in Texas from 1979 to 1993. The first section, "National Education Reform," includes a chronology of reform events and descriptions of the U.S. Department of Education and the National Science Foundation. The next section, "Texas Education Reform," discusses several levels of state government involved in education reform: Texas State Legislature, Texas State Board of Education, Texas Education Agency, and Texas Higher Education Coordinating Board. The third section, "Standardized Testing," discusses results from state basic skills tests and national standardized tests for Texas students. The next section, "Educational Outcomes on the Classroom/School Level," discusses class time spent on mathematics and science at the elementary level; average class size, course enrollment, and advanced courses at the secondary level; and teacher preparation. Next, "Partnership Programs," through which adults assist in the daily operation of local schools, are discussed. Finally, suggestions for resolving problems of assessment of educational programs are given: identify measurable educational goals; create assessment tests based on educational goals; provide minimal and measurable requirements for schools; and provide educational workshops for school and community leaders in the area of partnership building. An appendix includes a directory of 76 mathematics and science partnerships, programs, and projects in Texas. Contains 25 references. (MKR)

ED 380 277 SE 055 874

Hodes, Carol L.
Gender Representations in Mathematics Software.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Courseware; Elementary Secondary Education; *Females; *Illustrations; Mathematics Instruction; *Mathematics

Makuch, Joe
Regulating Water Quality: Policy, Standards, and Laws. January 1993 - January 1995.
PUB DATE- Feb 95
NOTE- 40p.; Updates QP-93-31.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agriculture; Annotated Bibliographies; Federal Legislation; *Federal Regulation; Local Legislation; State Legislation; *State Regulation; *Water Pollution; *Water Quality

The 127 citations in this annotated bibliography provide a substantial resource describing recent investigations on the regulation of water quality. The listing, prepared by NAL's Water Quality Information Center, is part of the Quick Bibliography Series of the National Agricultural Library (NAL), intended primarily for communicating current awareness, and not for use as an in-depth exhaustive bibliography on the subject. Citations were entered in the AGRICOLA database between January 1979 and January 1995 and are listed alphabetically by title. The NAL Call Number is provided for each item. The listing results from a computerized search strategy that includes descriptors for resource type (groundwater, surface water, lake or pond), pollution source (fertilizers, pesticides, agriculture, agrichemicals, nonpoint pollution, nutrients, and livestock waste), and legal terms (legal, illegal, law, legislation, standards, guidelines, regulation, hearing, rule, act, or policy). (LZ)

ED 380 299 SE 055 975

Kupari, Pekka
Applied Problem Solving in Finnish School Mathematics Education in the 1980s: Results and Experiences in the International Context. Publication Series A. Research Reports 58.
PUB DATE- 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational History; Elementary Secondary Education; Foreign Countries; International Studies; *Mathematical Applications; Mathematical Models; *Mathematics Curriculum; Mathematics Education; *Problem Solving; Teaching Methods
IDENTIFIERS- *Finland

This study examined the role and development of applied problem solving in mathematics education in the Finnish comprehensive school. The development during the 1980s of applied problem solving in schools was positive in many ways: the changes were cautious and took place more slowly than had been planned; and many obstacles related to the organization of instruction, the curriculum, and the teaching culture constrained a faster and more far-reaching development. In the early 1980s, applied problem solving was intended to be realized mainly by increasing the number of applied tasks, and the way that both pure mathematics and applications connected with these applied tasks was examined in each content area. In the late 1980s, applied problem solving was utilized more often and in more versatile ways. The increase in application tasks and realistic problems in teaching was also reflected in the fact that students' achievement improved slightly in these kinds of tasks. In 1990, most teachers found it easier to adopt applied problem solving as an important part of their mathematics teaching. (Contains 100 references.) (MKR) education issues in teacher education in Australia. The particular audience for this project is preservice teacher education. However, the workshop modules are adapted easily for the continuing or inservice professional development of teachers. The workshops provided in this program may be used in three major ways: (1) the materials may be used as the basis for a linked program of professional and curriculum development; (2) the workshop materials may be infused, with or without local adaptations, into a range of courses, subjects, or units in a teacher education course; and (3) the workshops may be used as a set for a core or elective course in development and environmental education. Three workshops were written to be introductory. These workshops provide an introduction to environmental education, an introduction to development education, and a way of seeing the linkages and similarities between environmental and development education. These three workshops may be considered as a hub while the remaining 15 workshops are spokes that address particular themes and specialties in environmental and development education. These other themes discuss futures, science, educational resources, sustainability, population, and waste management among others. (DK)

ED 380 320   SO 024 146

Amundson, Jon
Naming the Land. A Study of West Virginia Place Names.
PUB DATE- Dec 90
NOTE- 78p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Elementary Secondary Education; *Geographic Concepts; *Geographic Location; *Geography; Geography Instruction; History Instruction; State History
IDENTIFIERS- *Place Names; *West Virginia

This study is an investigation into the place names of West Virginia to see if they reveal a record of the history of the state. It was found that the study of place names is indeed a study of the history of the land, because the people who inhabit the land give names to it that commemorate themselves, their deeds, and their passions. The study of West Virginia place names proved to be an historical record much like an archaeological dig. Like a dig, it gives insight into the lives of earlier inhabitants. Most West Virginia place names appear to have been formed during the earliest days of the white man's discovery and settlement of the land rather than in the decades that followed. It is also important to note that current place names only reveal insight into the activities of people whose language was known. Consequently, place names given by civilizations before the Indians have been lost to present day people. Nevertheless, the study of West Virginia place names does give a significant historical record of the individuals who inhabited the state. Those names reflect the interests, occupations, activities, desires, and whims of past people. Toponyms, place names, whether descriptive or personal, reveal the historical and social process that has shaped the land. The plan of this research was to record a part of this process. An enriching, human interest history of the state's inhabitants, by examining some significant and vital place names, produces information that can be used in teaching either geography or history. (Author/DK)

Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; *Behavior Disorders; *Behavior Modification; *Inservice Education; Job Performance; *Paraprofessional School Personnel; Program Development; Program Effectiveness; Secondary Education; *Specialists; Staff Development

This practicum developed a program to enhance the job performance of support personnel (behavior modification technicians) who work with students having conduct disorders. The behavior modification technicians provided building-level support for principals and teachers working with black adolescents from socially deprived backgrounds. Inservice activities were designed and implemented over a 16-week period in the following areas: human growth and development, preadolescent and adolescent development, behavior disorders, pharmacological intervention, behavior analysis, developing anecdotal records, developing Individualized Education Plans, interagency networking, conflict resolution, and program and school guidelines. Participants also were required to design and implement behavioral objectives and show mastery of aggressive control techniques (therapeutic holds) and parent involvement skills. During an additional 16 weeks, participants met and discussed individual student problems. Participants received the training at no cost, and received 3 semester hours credit from the local state university. Significant gains were found in acquired knowledge after participants completed the inservice activities. Support personnel displayed significant gains not only in technical support skills, but also in self-esteem. Appended is a post-training test. (Contains 36 references.) (DB)

ED 379 880   EC 303 754

Logerquist-Hansen, Sally; Barona, Andres
Factor Structure of the Wechsler Intelligence Scale for Children-III for Hispanic and Non-Hispanic White Children with Learning Disabilities.
PUB DATE- 12 Aug 94
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Construct Validity; Elementary Education; Factor Analysis; *Factor Structure; *Hispanic Americans; *Intelligence Tests; *Learning Disabilities; *Test Validity; White Students
IDENTIFIERS- Hispanic American Students; *Wechsler Intelligence Scale for Children III

This study evaluated the construct validity of the Wechsler Intelligence Scale for Children, Third Edition (WISC-III) with children (ages 8 to 13) having learning disabilities who were either Hispanic (N=120) or Non-Hispanic white (N=120). Factor analyses found that the WISC III has a three factor structure consisting of verbal comprehension, perceptual organization, and processing speed. This structure was found for the total, the Hispanic, and the Non-Hispanic White samples. Furthermore, the three-factor structure was supported in both canonical factor analysis and alpha factor analysis. Results support the validity of the WISC-III when used with Hispanic and Non-Hispanic white children with learning disabilities. Seven tables detail the factor analyses performed. (DB)

module was designed to be used in conjunction with the introductory module, EC 303 770.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; Health Personnel; Inservice Education; Interdisciplinary Approach; *Occupational Therapy; *Physical Therapy; *Professional Development; Speech Therapy; *Teamwork; Therapists; Training

Project TIE (Teams in Early Intervention) was conceptualized to meet the need for: (1) involvement of formerly "ancillary" service professionals in early intervention for children with disabilities, (2) high quality family-centered services, and (3) training in the team approach. The project provides training to four groups that might constitute an early intervention team--speech/language pathologists, motor therapists, health care professionals, and family members. This training module on occupational therapy and physical therapy outlines reasons for consulting with occupational/physical therapists (OT/PTs) as members of the interdisciplinary team; explores areas of information that should be shared between OT/PTs and health care professionals, speech/language pathologists, and family members; discusses what health care professionals can expect from an ongoing collaboration with an occupational/physical therapist; offers a mechanism for determining what other team members want from OT/PTs; and examines how OT/PTs' expertise can be applied to the Performance Competence Model to understand how children interact with their environment. Three overheads and handouts are appended. (JDD)

ED 379 899 EC 303 774

Laurel, Marci; Westby, Carol
Speech/Language Pathology Module. Teams in Early Intervention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 93
NOTE- 61p.; For related documents, see EC 303 770-775. This module was designed to be used in conjunction with the introductory module, EC 303 770.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; Health Personnel; Inservice Education; Interdisciplinary Approach; Occupational Therapy; Physical Therapy; *Professional Development; *Speech Language Pathology; *Speech Therapy; *Teamwork; Therapists; Training

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Effectiveness

This book meets a critical assessment need which is the need to develop legally and educationally defensible assessment procedures for use with non-English language background students who are still in the process of learning English. The purpose of this text is to provide educators with both the information on which to make effective educational decisions and the knowledge and insight to enable them to apply this information in both theoretical and practical contexts. The chapters in this volume are: Chapter 1, "Concepts of Instructional Assessment"; Chapter 2, "Understanding Second Language Performance"; Chapter 3, "Assessing Oral Language Performance"; Chapter 4, "Differentiating Language Disorders from the Effects of Limited Opportunities for Language Learning"; Chapter 5, "Towards an Integrative Academic Performance Assessment"; Chapter 6, "Assessing Academic Performance through Contextualized Measures"; Chapter 7, "Advocacy in the Assessment Process"; Chapter 8: "Identifying Special Needs"; and Chapter 9 "Using Assessment Information To Promote Instructional Effectiveness." An appendix with guidelines for instructional assessment is included. (Contains 671 references.) (CK)

ED 379 918 FL 022 760

Phillipson, Robert
Linguistic Imperialism.
PUB DATE- 93
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Colonialism; *Developing Nations; *Diachronic Linguistics; *English; *English (Second Language); Foreign Countries; Foreign Policy; *Imperialism; International Relations; Political Attitudes; *Political Power; Public Policy; Second Language Instruction

This book explores the contemporary phenomenon of English as a world language and sets out to analyze how and why it became so dominant. It looks at the spread of English historically in order to ascertain whether the language has been promoted actively as an instrument of the foreign policy of the major English-speaking states. The book examines the language policies that Third World countries inherited from colonial times and considers how well 'aid', in the form of support for English learning, has served the interests of the receiving countries and the donors, and assesses whether it has contributed to perpetuating North-South inequalities. It looks at the ideology transmitted with the English language. The first two chapters look at English as the international language "par excellence." Chapter 3 deals with the theory of linguistic imperialism; Chapter 4 reviews earlier work in this area. Chapter 5 explores the colonial linguistic inheritance, and Chapter 6 delves into the British and American promotion of English. Chapters 7 and 8 explore various facets of English language teaching. Chapter 9 discusses linguistic imperialist discourse, and Chapter 10 examines the links between linguistic imperialism and English language teaching. (Contains 610 references.) (CK)

ED 379 919 FL 022 761

Bancroft, W. Jane
From Research and Relaxation to Combination and Creativity:

The use of picture line-up activities, classroom exercises in which students must place a series of pictures in correct order, is discussed. The advantages of use of a picture series instead of simple pairs are examined, a basic activity is described, and ideas for implementation, adaptation, and follow-up are outlined. The basic activity uses 15-20 numbered pictures, cards with corresponding numbers, and an arrangement of student questioners and clue-givers in small groups that attempt to order the pictures, either competitively or cooperatively. Suggested classroom techniques include a practice round for understanding of the procedures, team structuring, feedback periods following each round, and criteria for picture selection and presentation. Some variations on the basic activity are offered, including an informant/detective game, a travel/geography exercise, identification of rooms in a house, speculation about people, and discussion of relationships between people. Possible follow-up activities include additional readings, classroom discussion extending the theme, and descriptive or explanatory writing exercises. Contains 19 references. (MSE)

ED 379 939 FL 022 806

Program Administration in Bilingual Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 30 Aug 94
NOTE- 581p.; Prepared for Contract Task 6. Contains numerous reprints.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Administrator Role; *Bilingual Education Programs; Elementary Secondary Education; English (Second Language); Instructional Materials; Limited English Speaking; Professional Development; *Program Administration; Program Development; Program Implementation; Second Language Instruction

The New England Multifunctional Resource Center (MRC) for Language and Culture in Education is funded by OBEMLA, Brown University School of Education, and the Education Alliance for Equity in the Nation's Schools. The MRC's service area encompasses Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island. The MRC collects and disseminates information on bilingual education program administration. This report contains information in four sections: (1) administrator training materials, including checklists developed to assist administrators in monitoring program components, highlights of coursework for in-depth district-level team training, and samples of three district plans for program improvement; (2) writings by members of the New England Superintendents' Leadership Council; (3) agendas and handouts from selected administrators' conferences held in 1993-94; and (4) a collection of articles dealing with administration of bilingual and other minority language programs and some more general articles on administrative topics. (MSE)

ED 379 940 FL 022 808

Gass, Susan M., Ed.; Selinker, Larry, Ed.
Language Transfer in Language Learning. Language Acquisition & Language Disorders 5.

*Occupational Safety and Health; *Organizational Communication; Records (Forms); *Safety Education; Second Language Instruction; *Work Environment
IDENTIFIERS- Workplace Literacy

The curriculum on occupational safety and health, designed for a workplace literacy and basic skills program for clothing and textile workers union members, is outlined. Its objectives are to help workers understand the importance of following company health and safety rules and danger signs, identify and report workplace hazards, aid in resolution and prevention of health and safety problems, recognize symptoms of common workplace illnesses, understand their own and employers' rights and responsibilities under federal law, understand the union's role in resolving workplace health and safety problems, learn to report accidents or complaints, understand the importance of overall health and fitness, and learn about union clinic and social services programs. The guide includes: charts of common health and safety hazards, with causes, symptoms, and solutions; notes on maintaining overall health and fitness; and classroom activities and instructional materials drawn from a problem-based workplace English-as-a-Second-Language text. A vocabulary list is also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 958 FL 800 884

Discover Pennsylvania. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 94
NOTE- 365p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; Adult Basic Education; *English (Second Language); *Geography; *Limited English Speaking; Literacy Education; *Orientation Materials; *Regional Characteristics; Second Language Instruction
IDENTIFIERS- 353 Project

A project of the State College Area School District (Pennsylvania) to increase the self-confidence and independence of limited-English-proficient adult students is reported. Students learned to ask questions for information, give directions, read maps and bus schedules, and plan trips using local resources and a Pennsylvania state visitor's guide. The program has been found helpful in increasing student confidence in English, improving knowledge of the community and state, and easing the transition from a foreign culture to American life. Several documents are included here: a project summary, instructor's manual, student workbook, and a state-produced visitor's guide used for instruction in the program. The summary report describes briefly the project's rationale and origins, purposes and objectives, schedule, administration, intended audience, and information dissemination efforts. Specific project objectives (curriculum development, piloting, inservice teacher education event, and final report) and related activities are outlined and evaluation activities are detailed. The instructor's manual contains outlines, instructional materials, and planning materials for the 12 lessons in the curriculum. The student's workbook contains lesson materials worksheets for those lessons. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 959 FL 800 885

IGLU Programme" (Pierre Van Der Donckt). Each paper contains references. (MDM)

ED 379 977 HE 028 078

Harada, Myra
History of Higher Education: Curriculum.
PUB DATE- 6 Dec 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Classical Languages; *College Curriculum; College Instruction; Colleges; *Curriculum Development; Educational Attitudes; *Educational History; *Educational Trends; Elective Courses; General Education; *Higher Education; Land Grant Universities; Relevance (Education); *Role of Education; Theological Education; Two Year Colleges; United States History; Universities; Vocational Education

This paper reviews the history of undergraduate curriculum in the United States from the colonial period to the present, arguing that the drive for utility has been the main force shaping curricular trends. It discusses the purpose of early colonial colleges and their curricula, which emphasized Latin, Greek, Hebrew, ancient history, theology, ethics, and the natural sciences. The paper then focuses on the declining influence of theology and the classics in the 19th century, which made way for moral philosophy, economics, sociology, modern languages, medicine, law, and political science. The paper also discusses the effects of the Yale Report of 1828 (a defense of the classical curriculum), the adoption of course examinations in the mid-19th century, the creation of technical colleges, innovations in pedagogy, the creation of colleges for women and African-Americans, the rise of land grant colleges and universities, elective courses, the creation of junior colleges, vocational education, general education requirements, the Serviceman's Readjustment Act after World War II, student activism of the 1960s, consumerism, and the rise of business and engineering curriculum in recent decades. (Contains 33 references.) (MDM)

ED 379 978 HE 028 079

Capital Construction Funding Priorities, FY 1995-96. Presentation to the Legislative Capital Development Committee.
PUB DATE- Nov 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); Community Colleges; Construction Costs; *Construction Needs; *Educational Facilities; Educational Facilities Planning; Educational Policy; Financial Support; Higher Education; Needs Assessment; *State Colleges; *State Programs; State Universities
IDENTIFIERS- *Colorado; Colorado Commission on Higher Education

The primary goal of the Capital Construction Program for Colorado public colleges and universities is to adopt an action schedule for legislative budgeting of funds to meet approved educational program needs, to provide facilities of comparable quality to serve the students at the 22 campuses, and to create a safe and healthful environment conducive to learning. This report presents the capital construction recommendations of the

Faculty; Womens Education
This paper contends that the climate or culture of academic science has been chilly to women, ethnic minorities, and people with disabilities. The paper reviews research findings in three areas: (1) numbers of women participating in science education and careers; (2) evidence of precollege patterns for girls and women in science and math; and (3) studies on how women are faring in college as undergraduate and graduate students and as faculty members. The paper outlines the following concerns, among others: small but consistent messages and behaviors reinforce sexist expectations and decrease undergraduate women's overall sense of self-competence (although not their academic performance) in math; Latina faculty members in California reported that both racism and sexism affected them significantly; and many women scientists feel isolated or alienated from the ethos of competition that admits no other commitment beyond their scientific work. The paper reviews some of the major institutional responses to these concerns; provides recommendations for action that can be taken by undergraduate and graduate students, faculty members, administrators, and professional organizations; and provides a resource section with a 24-item bibliography and a list of 8 organizations and 8 electronic resources. (Contains 149 reference notes.) (JDD)

ED 379 999   HE 028 114

Lewis, Laurie; Farris, Elizabeth
Higher Education Finances and Services. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgeting; Class Size; *College Programs; Departments; *Educational Finance; Educational Trends; *Higher Education; National Surveys; *Operating Expenses; Private Colleges; Program Termination; Public Colleges; *Retrenchment; Student Personnel Services; Trend Analysis
IDENTIFIERS- *Survey on Higher Education Finances and Services

Data from the Survey on Higher Education Finances and Services were analyzed to determine whether higher education institutions (n=711) experienced operating budget cuts during the fiscal year (after the budget was initially approved) between fiscal years 1990 and 1993. While 17 percent had experienced such cuts during fiscal year 1990, this percentage rose to about one-third of all institutions during fiscal years 1991 through 1993. A greater proportion of public than private nonprofit institutions experienced budget cuts. The major reason for cuts given by public institutions was rescissions in state or local appropriations; for private institutions, the most frequently cited reason was tuition and fees shortfall. Increases in class size for introductory courses were reported by 29 percent of institutions; 19 percent reported increases in class size for advanced courses. Few institutions reported decreases in the number of courses or sections offered. The number of academic departments stayed the same at 77 percent of institutions; the number of academic programs stayed the same at 56 percent of institutions. Very few institutions reported decreases in their key student services since academic year 1989-90. Ten tables and two graphs display the survey data. (JDD) in American higher education. The one-to-two-page program descriptions are arranged alphabetically by the name of the college. The programs are characterized by strategies which facilitate student success, such as: a student-centered philosophy, early intervention, routine faculty and student assessment, intrusive advising, involvement of faculty as well as senior administrators, and required orientation for new and transfer students. The volume contains a list of the members of the Sallie Mae National Retention Advisory Panel, a list of conferences and participants, and an 88-item bibliography of resources on student retention in higher education. (JB)

ED 380 019 HE 028 134

Arrington, Pamela G.
AASCU/Sallie Mae National Retention Project.
SPONS. AGENCY- Student Loan Marketing Association, Washington, D.C.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Accountability; *College Outcomes Assessment; *Dropout Prevention; Higher Education; Intercollegiate Cooperation; *Program Development; Program Implementation; School Holding Power; State Colleges; *Student Attrition
IDENTIFIERS- *AASCU Sallie Mae National Retention Project; American Association of State Colleges and Univs

This brochure describes the AASCU/Sallie Mae National Retention Project's goals, beginnings, continuing work, and participants. An introduction describes how the Project has resulted in over 370 state institutions looking closely at their effectiveness in student learning and achievement and at emerging accountability requirements. An overview then reviews trends that prompted the national-level examination of student achievement issues, discusses the Project's focus on institutional capacity as the unit of analysis rather than student behavior, and describes an annual survey that gathers data on retention issues. Project activities are then reviewed chronologically, from start-up in 1992-1993 through reorientation in 1993-1994, highlighting the need to enhance campus infrastructure support for minority and nontraditional student retention and the establishment of mentoring relationships between institutions that were more and less successful with student retention. The Project's dissemination, evaluation, and discussion efforts are also described. The brochure concludes with a list of advisory panel members and a list of participating colleges and universities. (JB)

ED 380 020 HE 028 135

Frye, Billy E.; And Others
Choices & Responsibilty: Shaping Emory's Future. A Report from the Provost.
PUB DATE- 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)

colleges, universities, and other nonprofit organizations. Section 1 provides a framework for examining a nonprofit's organizational readiness to conduct major gift solicitation, discusses methods and rationale for suggested staffing and attitudinal shifts, explores the fund raiser's readiness for face-to-face cultivation and solicitation of major gifts, establishes a theoretical basis and understanding of interpersonal communication, reviews barriers to effective communication, presents 10 steps to achieve success in major gift solicitation, explores various motivational factors entering into a donor's decision, offers suggestions for getting an appointment with the prospect, offers techniques for opening and closing a major gift meeting, reviews methods of dealing with the prospect's objections to a solicitation proposal, and discusses major gift communication and stewardship through group cultivation events. Section 2 presents 11 case studies to enable the reader to apply knowledge of solicitation techniques to develop strategies for securing major gifts. Each case varies as to gift purpose and size, type of organization or institution, background of prospective donor, and background of the development officer. Section 3 provides possible solutions to the questions posed by the case study situations, meant to stimulate thinking and consideration of alternatives. (JDD)

ED 380 039   HE 028 156

Larson, Wendy Ann, Ed.
When Crisis Strikes on Campus.
PUB DATE- 94
NOTE- 264p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020),Non-print Media (100)
DESCRIPTORS- Case Studies; College Administration; *Crisis Intervention; *Emergency Programs; Higher Education; *Organizational Communication; *Planning; Publicity; *Public Relations; *Readiness; School Community Relationship; School Security
IDENTIFIERS- University of Florida

This handbook aids in planning for effective crisis communication at institutions of higher education. The book opens with a behind-the-scenes look at a particular crisis--the 1990 murders of five students at the University of Florida. This first section offers tested advice from a campus communicator, an account of the crisis and the institution's reaction, and samples of the communication vehicles that helped keep campus and community constituents calm and collected. A "Crisis Readiness Test" assesses the ability of a campus to handle emergencies and disasters. Section 2 presents eight case studies in crisis communications. They describe how institutions responded in such real-life crisis situations as the arrest of a teacher involved in child pornography, weathering Hurricane Andrew, and surviving the National Collegiate Athletic Association's "death penalty." Section 3 reprints nine articles on crisis communications from "Currents." Section 4 reprints "Issues Papers" of the Council for Advancement and Support of Education, addressing such topics as racial incidents, animal rights demonstrations, crime, closing academic units, student alcohol and drug abuse, sexual harassment, acquaintance rape, acquired immune

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brain Hemisphere Functions; *Cognitive Processes; Communication (Thought Transfer); Discourse Modes; *Holistic Approach; Imagery; Linguistics; *Visual Learning; *Visual Literacy
IDENTIFIERS- *Contextual Thinking; *Visual Communication; Visual Imagery

The essence of understanding visual literacy lies in the visually literate exploration of issues process. This understanding must deal with both the processes involved in the creation and interpretation of concrete visual communication. Visual discourses's greatest contribution to human knowledge and thought is not the sequential, linear, analytical text but the encompassing and holistic visual image. The former is rule driven and literally based while the latter is ambiguous, holistically rich, synthetic, and metaphoric in meaning. Highlights include: process specific view of brain hemispheres; two process specific characteristics of visual literacy: generative functions of graphic ideation and epistemological characteristics of visual representation; visual interpretation; viewer response theory; multicontextual thought; visual process linguistics: descriptive, historical, comparative, theoretical, and geographical; psychomorphology; visual logic; and bisociation. Charts, diagrams and illustrations are included. (Contains 35 references.) (DGM)

ED 380 058 IR 016 979

Curtiss, Deborah
From Iconic to Lingual: Interpreting Visual Statements.
PUB DATE- 95
NOTE- 7p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art History; Cognitive Processes; Communication (Thought Transfer); *Data Interpretation; *Language Acquisition; Psychological Patterns; Visual Learning; *Visual Literacy; *Visual Perception
IDENTIFIERS- *Iconicity; *Visual Communication

In this age of proliferating visual communications, there is a permissiveness in subject matter, content, and meaning that is exhilarating, yet overwhelming to interpret in a meaningful or consensual way. By recognizing visual statements, whether a piece of sculpture, an advertisement, a video, or a building, as communication, one can approach their interpretation on different levels and in a number of different ways. The central thesis of this paper is that a visually literate approach to interpreting visual statements must be a flexible, context-relevant, ongoing reinterpretation, and reevaluation. Hence, visual literates have an obligation to explore a variety of perspectives such as art historical, mass communications, perception psychology, semiotics, and hermeneutics. There is a diagram that illustrates the systems for interpretation in communication theory is provided, as well as two lists that outline the various perspectives and categories of an eclectic, inclusive interpretation process. (Contains 35 references.) (DGM)

Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Art Expression; *Computer Graphics; *Graphic Arts; Imagery; *Teaching Methods; *Visual Arts; Visual Learning; Visual Literacy
IDENTIFIERS- *Digital Imagery

This paper discusses current changes in the teaching and learning of artistic rendering in light of technological advances that may cause teachers to rethink both what is taught, and the manner in which the results of the artistic process are valued and evaluated. The two methods of generating a photorealistic computer image are described, followed by definitions of the following terms: rendering, photorealistic rendering, and digital (computer) photorealistic rendering. A distinction is made between internal aesthetic and external aesthetic, and an analogy is provided for illustration. A strategy for teaching photorealistic rendering, in such a way that the subject can be divided into tool creation and tool use, is outlined in the following steps: creation of valid geometry; creation of original material, environment, and bump maps; placement of geometry into context; effective choice of lights and viewing position; choice of appropriate maps and filters; and choice of appropriate output medium. Finally, students can be evaluated on their growth in understanding complex relationships of form, material, and presentation unique to this medium. This provides a bridge between traditional rendering and digital rendering. (Contains six references.) (MAS)

ED 380 077 IR 016 998

Branch, Robert C.; Bloom, Janet R.
The Role of Graphic Elements in the Accurate Portrayal of Instructional Design.
PUB DATE- 95
NOTE- 14p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjectives; College Students; *Comparative Analysis; *Data Interpretation; *Diagrams; *Flow Charts; Higher Education; Illustrations; Instructional Design; *Visual Aids; Visual Learning; Visual Literacy

This study explores the interpretation of two types of flow diagrams composed of different visual elements intended to communicate the same meaning. Using linear and cyclical diagrams, the study focused on whether, given a series of diagrams using linear elements and a series using cyclical elements, both types of visuals convey the same message to viewers in relation to instructional design information. Ninety-three college students were asked to read flow diagrams, either composed of boxes connected by straight lines or ovals connected by curved lines, and immediately write three to five adjectives describing the diagram. It was discovered that: (1) the two flow diagrams were not perceived as having significant differences in the message they conveyed; (2) both types were perceived as being appropriate for the display of instructional design models, although the ovals diagram was perceived as being more representative of the synergistic nature of the instructional design process; (3) the ovals diagram was interpreted by more participants as a means of sending a more

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Computer Graphics; Graphic Arts; *Hypermedia; *Imagery; Instructional Design; Multimedia Materials; Visual Aids; Visual Arts; *Visual Learning; *Visual Literacy; Vocabulary
IDENTIFIERS- Pictures

The interactive multimedia application described here attempts to provide learners and teachers with a common frame of reference for communicating about visual media. The system is based on a list of concepts related to composition, and illustrates those concepts with photographs, paintings, graphic designs, and motion picture scenes. The ability to read the meaning of a picture is valuable. Familiarity with pictorial composition and the vocabulary used to communicate about it will increase our awareness as consumers of information, preventing victimization and manipulation by visual imagery. As illustrated through this project, attention to composition provides visual literacy educators with a starting point for guiding learners of all ages toward the necessary skills of reading and writing visual images. Through the analysis of compositional elements, students can evaluate the choices made by professional visual designers. Students capable of integrating these analytical skills into their own work will be more effective visual communicators. (Contains 11 references.) (MAS)

ED 380 096 IR 017 017

Rezabeck, Landra L.; Cochenour, John J.
Emoticons: Visual Cues for Computer-Mediated Communication.
PUB DATE- 95
NOTE- 14p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Creativity; *Electronic Mail; Electronic Text; Information Networks; *Visual Aids
IDENTIFIERS- *Emotional Expression; *Iconic Representation; Listservs; Visual Cues

Emoticons are visual cues formed from ordinary typographical symbols that when read sideways represent feelings or emotions. Because the use of electronic mail eliminates the visual cues such as head nodding, facial expressions, posture, and eye contact found in face-to-face conversation, electronic mail users often incorporate emoticons as visual cues to augment the meaning of textual messages. The goals of this paper are to: (1) discuss the utility of emoticons as visual cues from the perspective of traditional communication models; and (2) present and discuss research regarding the frequency and variety of emoticons in selected computer-mediated communication. The use of emoticons does not appear to be a high-use element of electronic mail communications, and high frequency emoticons are most likely the ones best understood, hence variety may be limited. Individual preference and creativity appear to influence the development of new emoticons, emoticon use, and the context within which they are interpreted. Factors which appear to influence emoticon use education and correspondence education; histories of specific institutions; and histories of television in the classroom. Chapter 2 covers the philosophy of distance education with the following topics: the definition of distance education; the difference between distance education and traditional education, and applicable learning theories; student responsibilities; and the purpose of distance education to extend educational opportunities. Administrative questions of cost; organizational structure; methods of communication with students; and evaluation procedures for both students and programs are discussed in chapter 3. Chapters 4 and 5 focus on issues of interest to teachers and to students. Highlights for teachers include preparing course materials, presenting lecture material on television, engaging off-site students actively in a class; and for students, the possibility of maximizing their learning from distance education. Chapter 6 explores distance education in non-academic settings, particularly in the military and in industry. Chapter 7 examines the efforts of many countries to provide distance education. Books are cross-referenced from one chapter to another. Two-hundred and ninety-seven sources are provided. Appendices list periodicals that cover the field of distance education and electronic sources (online journals or discussion groups) devoted to the field. (AEF)

ED 380 114   IR 017 051

Keegan, Mark
Scenario Educational Software: Design and Development of
  Discovery Learning.
PUB DATE- 95
NOTE- 354p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - General (050)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted
  Instruction; *Computer Software Development; Computer Uses in
  Education; *Courseware; Discovery Learning; Elementary
  Secondary Education; Teaching Methods

This book shows how and why the computer is so well suited to producing discovery learning environments. An examination of the literature outlines four basic modes of instruction: didactic, Socratic, inquiry, and discovery. Research from the fields of education, psychology, and physiology is presented to demonstrate the many strengths of discovery-based learning. Chapter 1 presents evidence that more discovery, and less didactic, methodology needs to be used in the schools. Chapter 2 shows why the computer is especially good for using discovery method and why the scenario experience often demands computer use. Scenario educational software planning is outlined in chapter 3, then chapters 4 through 8 delve into the important design features of scenario software: realism, interactivity, consequences and feedback, challenge, and duration. Ways of testing the effects of scenario software are suggested in chapter 9, and chapter 10 makes generalizations about what works about scenario software and applies it to improve education. Chapter 11 describes a computer software called SESAME (Scenario Educational Software Author's Menu-driven Editor) that educators can use to create their own educational software and improve their courses. Appendices offer methods for scenario software field tests and suggested answers to chapter questions. (MAS)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Services; Information Technology; Library Catalogs; Library Circulation; *Library Collections; Library Guides; Library Materials; Library Policy; *Library Services; Reference Materials; Reference Services
IDENTIFIERS- *Northern Illinois University

This guide is the Northern Illinois University (NIU) Libraries' quick reference tool for providing information about its collections, facilities, and services. The articles are arranged in an alphabetic, dictionary format with numerous cross-references, and highlight information on the following: administrative offices; company annual reports; University Archives; various library collections; atlases; telephone book renewal; book requests; book circulation loan periods; card catalogs; career information sources; CARL UnCover; CD-ROMs; location of change machines; library and desk hours; collection development; complaints and suggestions; copy cards; copy services; dial access to ILLINET Online; services for people with disabilities; access to NIU dissertations; document express; student employment; film/video viewing rooms; FirstSearch; the founders of Founders Memorial Library; Friends of the NIU Libraries; Government Publications Department; Humanities and Behavioral Sciences reference; index networks; periodical indexes; Infopass/Datapass; Interlibrary Loan services; Law Library; LEARN; Legislative Information System; library instruction; Library of Congress Subject Headings; Lorado Taft Campus Library; lost and found; Map Library; various reading rooms and meeting rooms; microforms and media services; Music Library; OCLC; Online search services; pamphlet files; Periodicals Holdings List; Reciprocal Faculty Borrowing Program; Reference; Regional History Center; Reserve Room; rest rooms; SEAL; Security; Social Sciences, Education, and Business Reference; storage (closed stacks); student lounge; public and campus telephones; training; and typing room. Other features include five pages of Founders Memorial Library floor-plan maps; an ILLINET Online Location Code chart; a glossary of library abbreviations, acronyms, and terms; and a sampling of library form. (AEF)

ED 380 132 IR 055 435

Crossroads on the Information Highway: Convergence and Diversity in Communications Technologies.
PUB DATE- 95
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Business; *Cable Television; *Communications; *Computers; *Cooperation; Family Environment; Federal Regulation; Futures (of Society); Information Networks; *Information Technology; Learning; Mass Media; Technological Advancement; *Telecommunications; Trend Analysis
IDENTIFIERS- Information Superhighway

The convergence of the telecommunications, computer, and cable television industries is beginning to take place. Each of the seven articles in this volume provides a perspective on either the forces that are influencing the convergence of media or on the impact that this convergence is having on the rest of the world. They address the issues of government regulations, new manufacturing methods; (2) training process flow; (3) selection and assessment of employees; (4) pre-employment training and education; (5) infrastructure for planning and coordination; (6) human and physical asset capabilities and resources; (7) utilization of funding sources; (8) sharing of responsibilities between providers; (9) measurement of training effectiveness; (10) expected costs; and (11) risk assessment. The final sections include a drawing of the training facility, job descriptions, a chart illustrating the Cessna training assessment model, an educational needs assessment survey instrument, occupational profiles in the aircraft mechanics series, and other financial information. (KP)

ED 380 150   JC 950 116

Germanna Community College Master Plan, 1995-1997.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Long Range Planning; Master Plans; Mission Statements; Models; *Organizational Objectives; Planning; Two Year Colleges
IDENTIFIERS- Germanna Community College VA

The Germanna Community College (GCC) master plan describes the planning process and the components of the process used in evaluating and creating academic and service programs. Section I provides introductory information about the GCC master plan, indicating that the plan was created after numerous briefing and training sessions on planning, followed by the development of the plan over a 2-year period, with assistance from the college's administrators, faculty, and staff. Section II provides information on the college and its localities, including a brief history and information on plans for the new campus; lists of the college's academic programs, counseling services, and information services; statistical information on the counties in GCC's service area; and an overview of institutional and community trends in demographics, educational attainment, and economic and work characteristics. Section III focuses on the organization of the college, including a functional chart, organizational charts, and an illustration of GCC's decision-making model and the committees that participate in the process. Section IV deals with planning processing and models, including the institutional effectiveness model, the goals model, the planning model, and the division/department planning model. After section V illustrates the planning cycle followed at GCC, section VI presents the college's vision, mission, and values statements. Finally, section VII outlines college goals. A map of Virginia showing the locations and service areas of the state's 23 community colleges is appended. (KP)

ED 380 151   JC 950 126

Morrison, James L.
Critical Trends and Events Affecting the Future of Community Colleges: Proceedings of a Beyond 2000 Preconference Workshop (Orlando, Florida, February 26-28, 1995).
PUB DATE- Feb 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

IDENTIFIERS- *Minnesota

A 3-year longitudinal survey of more than 8,000 Minnesota technical college students drawn from 34 campuses across the state was commissioned by the chancellor of the Minnesota State Board of Technical Colleges. The survey, begun in July 1992 and conducted in multiple waves, achieved response rates of 65% to 70% from younger students and their parents and from financially independent students. Findings from the first year's student surveys included the following: (1) the technical college student population diversified substantially during the past 5 years, although the socio-economic profile of technical college students differed markedly from the traditional baccalaureate student profile; (2) the technical college student population was divided evenly between dependent students still financially supported by their parents and independent students; (3) technical college students had a wide range of employment experiences, from students with no labor force experience to students with long careers with a single employer; (4) of students with labor force experience, about half were no longer working in their primary occupations; (5) nearly all technical college students shared the same educational goal of earning a formal award, and the majority expected to accomplish this goal within 2 years; (6) more than 85% attended technical college to improve their employment situation, with 90% of those with prior work experience planning to change occupations or employers; (7) establishing an educational goal was the single most important determinant of student success; (8) achieving student objectives depended critically on both institutional and non-institutional support; (9) a cross-section of students representing both high achievers and students at risk identified faculty and staff support as being critical in achieving their goals; (10) approximately 62% of all exiting independent students and 58% of all exiting dependent students completed their educational goal, irrespective of students' social or demographic characteristics; and (11) 68% of all exiting students anticipated returning to a technical college in the future. (KP)

ED 380 168 JC 950 154

A Profile of Minnesota Technical College Customized Training Participants.

SPONS. AGENCY- Minnesota State Board of Technical Colleges, St. Paul.
PUB DATE- 1 Feb 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Finance; *Industrial Training; *Labor Education; Off the Job Training; Questionnaires; *School Business Relationship; State Surveys; *Student Characteristics; *Student Educational Objectives; Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Customized Training; *Minnesota

A study was conducted of participants in employer- and employee-initiated customized training (CT) provided by the Minnesota Technical Colleges to profile their employment backgrounds, education and training experiences, and reasons for participation. The study was based on a random sample of 2,309 customized training participants enrolled in 1 of 6 Minnesota technical colleges during the 1992-93 academic year. Study

A Guide to Quality Early Childhood and Elementary School Programs.
PUB DATE- Aug 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Drug Education; Early Childhood Education; Elementary Education; *Elementary School Curriculum; Family Influence; Health Programs; Language Arts; Mathematics Instruction; Outcomes of Education; *Program Evaluation; Program Improvement; Public Schools; Science Instruction; Second Language Programs; Social Studies; Social Work; State Curriculum Guides; *State Standards
IDENTIFIERS- North Carolina; *Quality Indicators

School reform efforts in North Carolina strive to reflect the understanding that changes in the ways young children and their families are served must be systemic and sustained. Intended to help schools evaluate their current programs and set goals for continued improvement, this guide presents program standards and quality indicators based upon national and state trends regarding best practices for early childhood and elementary school programs. The guide is divided into 16 curriculum areas, each of which contains practical recommendations for school administrators and teachers. The curriculum areas included are: (1) Alcohol and Other Drug Education Programs; (2) Arts Education; (3) Comprehensive School Health Programs; (4) Computer Skills; (5) Counseling Programs; (6) Dropout Prevention Programs; (7) English Language Arts; (8) Healthful Living Education; (9) Information Skills; (10) Mathematics; (11) Pre-Kindergarten and Kindergarten; (12) Psychology Programs; (13) Science; (14) Second Language Studies; (15) Social Studies; and (16) Social Work Practice. Early childhood education programs are covered in Section 11, where the discussion focuses on four areas in particular: parents and families, curriculum and learning environment, teacher role qualifications and training, and class size and staff/child ratios. The guide emphasizes traditional family structure and values as co-determinants of educational outcomes. (ETB)

ED 380 186 PS 022 902

Early Childhood Programs: Multiple Programs and Overlapping Target Groups. Fact Sheet for the Chairman, Subcommittee on Labor, Health and Human Services, Education, and Related Agencies, Committee on Appropriations, U.S. Senate.
PUB DATE- Oct 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *At Risk Persons; Child Welfare; Compensatory Education; *Day Care; *Family Programs; *Federal Aid; *Federal Programs; Low Income Groups; Outreach Programs; Preschool Children; *Preschool Education; Program Administration; Public Policy; School Readiness
IDENTIFIERS- Catalog of Federal Domestic Assistance; *Program Characteristics; Service Providers; Service Quality

At the request of Congress, the U.S. General Accounting Office (GAO) examined federally funded early childhood programs to determine: (1) the total number of programs in fiscal years

NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Abortions; Birth Rate; Contraception; *Family Planning; *Federal Legislation; Foreign Countries; Medical Services; Sex Education; *Sexuality; Social Attitudes; Social Influences
IDENTIFIERS- Historical Background; *Sweden

This fact sheet explores attitudes in Sweden toward sexuality and childbirth from a historical perspective. After describing the strict social control over abortion and contraception in place 100 years ago, and the gradual easing of those controls in response to the low birth rate, the paper goes on to discuss the 1974 Abortion Act, which legalized abortions, and the 1976 Sterilization Act. Next, the fact sheet examines the National Family Planning Program, which initiated three important activities: (1) sex education in schools and public information about sexuality and personal relations; (2) expansion of contraceptive services and family planning services within the public health systems; and (3) access to safe, legal abortions). The final sections of the fact sheet evaluate the effects of legalized abortion and abortion prevention work, noting that contraceptive services are easily accessible and free of charge in the health services, a woman wanting an abortion may consult a social worker, and most abortions are performed at an early stage of pregnancy. (AP)

ED 380 205 PS 023 020

Child Care: Promoting Quality in Family Child Care. Report to the Chairman, Subcommittee on Regulation, Business Opportunities, and Technology, Committee on Small Business, House of Representatives.
PUB DATE- Dec 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Caregivers; *Consumer Education; Databases; Early Childhood Education; *Family Day Care; *Federal Aid; *Improvement Programs; *Private Financial Support; Professional Training; Recruitment; Social Support Groups
IDENTIFIERS- Child and Adult Care Food Program; Child Care and Development Block Grants; *Family Day Care Providers; Quality Indicators

A recent study of family child care documented that a significant number of providers were giving inadequate care. As a result, this study sought to: (1) identify public and private initiatives to enhance the quality of family child care and determine how the initiatives are financed; (2) describe the federal role in supporting quality initiatives; and (3) discuss the implications of these findings for welfare reform. The scope and methodology of the study involved developing a database of family child care quality improvement initiatives, conducting site visits at 11 initiatives (in Georgia, Oregon, and California), interviewing experts and officials in several organizations, and reviewing literature and analyzing funding data for the database. Analysis of the initiatives visited showed three approaches used to foster quality care: (1) support networks; (2) training, recruitment, and consumer education initiatives; and (3) health initiatives. The purpose of consumer education campaigns is to help parents recognize

This theme issue contains six articles on the development of infants and toddlers: (1) "Cross-Cultural Studies of Child Development: Implications for Clinicians" (J. Kevin Nugent); (2) "Therapeutic Work with African-American Families: Using Knowledge of the Culture" (Cheryl Polk); (3) "Psychotherapy in Specific Cultural Contexts: Resources for the Infant Mental Health Clinician" (Cheryl Polk); (4) "The Critical Importance of Cultural and Linguistic Continuity for Infants and Toddlers" (Hedy Nai-Lin Chang and Dora Pulido); (5) "Professionalization as Culture Change: Issues for Infant/Family Community Workers and Their Supervisors" (Blanca E. Almonte); and (6) "Studying the Social and Emotional Development of Hispanic Children in the United States: Addressing Research Challenges" (Maria P. Fracasso). Each article includes a reference list. The journal also includes reviews of six books and ten videotapes on cultural awareness, diversity, and multicultural issues related to child development, child care, and social programs. (MDM)

ED 380 224 PS 023 069

Moyer, Joan, Ed.
Selecting Educational Equipment and Materials for School and Home.
PUB DATE- 95
NOTE- 73p.; For 1976 edition, see ED 122 455; for 1986 edition, see ED 269 171.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Computer Uses in Education; Cultural Pluralism; Curriculum Design; Day Care Centers; *Educational Equipment; Educational Resources; Educational Technology; Elementary Education; *Inclusive Schools; *Instructional Materials; Learning Modules; *Media Selection; Middle Schools; Preschool Education
IDENTIFIERS- Anti Bias Practices; *Developmentally Appropriate Programs; *Learning Environment

This revised publication focuses on selection issues relating to multicultural anti-bias curriculum, diversity, and inclusion while giving special consideration to the use of computers in classrooms. The first part of the booklet deals with the learning environment. The first article, "Creating the Learning Environment: Context for Learning and Living" (S. Vianne McLean), discusses the role of the environment in building the curriculum and factors to consider when setting up a classroom environment. The second article, "Collecting, Compiling, Constructing, Creating" (Oralie McAfee), offers suggestions for evaluating materials in commercial kits and help in selecting materials appropriate for achieving a teacher's curriculum goals. The third article, "Some Considerations in Equipping a Child Care Center or School" (E. Anne Eddowes), addresses the specifics of selecting equipment on the basis of program goals, children's needs, cultural factors and special needs. The last article in this section, "Children and Technology" (Joan P. Isenberg and Teresa Rosegrant), examines the effect of technology on curriculum, teaching and learning and provides criteria for evaluating software. The second part of this book consists of lists of suggested materials created by subject experts and organized by developmental levels: infant/toddler groups (Kathleen Ralph), preschool groups (Qiuping Cao and Betsy Mercado), and kindergarten groups (Carol Sue Marshall and Paula Weaver-Blackshear); and early elementary (Mary Lu

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Childhood Needs; Childrens Rights; *Child Welfare; Demography; *Developed Nations; *Developing Nations; Early Childhood Education; *Economic Development; Illiteracy; Immunization Programs; Infant Mortality; Nutrition; Population Trends
IDENTIFIERS- *UNICEF; *World Summit for Children 1990

As a contribution to the World Summit for Social Development, this UNICEF report argues that protecting and investing in children must be seen as integral to economic and social development and discusses the progress made to that end following the 1990 World Summit for Children. Chapter 1 discusses the effect of continued economic and social marginalization of the poorest nations and communities on the normal development of millions of children. Chapter 2 looks at the practical progress made by the international community in achieving the goals set at the 1990 World Summit for Children, and finds that a majority of the goals are likely to be met by a majority of the developing nations. The third chapter proposes that the task facing the World Summit for Social Development is to break down the broader challenges of today's development consensus into do-able propositions and to begin mobilizing the necessary support for their achievement. Chapter 4 recognizes the need to bring about more fundamental changes to implement the development consensus and discusses the obstacles posed by economic and political vested interests. The last chapter identifies the unfinished business of the 20th century to be the restructuring of societies in the interests of the many rather than the few, and calls upon the involvement of large numbers of people for fundamental change. A section of all-country statistical tables for basic indicators, nutrition, health, education, demographic indicators, economic indicators, women, basic indicators on less populous countries, the rate of progress, and regional summaries, concludes the report. Listings of country groupings, definitions and main sources are included. (BAC)

ED 380 242 PS 023 167

Wright, June L., Ed.; Shade, Daniel D., Ed.
Young Children: Active Learners in a Technological Age.
PUB DATE- 94
NOTE- 403p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Active Learning; *Appropriate Technology; *Computer Assisted Instruction; Computer Software Selection; *Computer Uses in Education; Early Childhood Education; *Educational Technology; *Instructional Materials; Telecommunications; *Young Children
IDENTIFIERS- Computer Integrated Instruction; *Developmentally Appropriate Programs

This book addresses the issues of appropriate use of computers with young children and how children and early childhood educators interact with the computer in early childhood settings. Part 1, "Young Children as Active Learners," contains chapter 1: "Listen to the Children: Observing Young Children's Discoveries with the Microcomputer" (June L. Wright); chapter 2: "Thoughts on Technology and Early Childhood Education" (Barbara T. Bowman and Elizabeth R. Beyer); and chapter 3: "The

Rosenfeld, Stuart A.
Competitive Manufacturing: New Strategies for Regional Development.
PUB DATE- 92
NOTE- 417p.; Foreword by Ray Marshall.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Strategies; Educational Attainment; Elementary Secondary Education; Foreign Countries; Industrialization; Job Training; *Labor Force Development; *Manufacturing Industry; *Modernization; Postsecondary Education; *Public Policy; *Role of Education; Rural Areas; *Rural Development; Rural Education; Technical Education; Technological Advancement
IDENTIFIERS- Denmark; Italy; *United States (South)

In the past, economic development in the rural United States, particularly in the rural South, relied principally on the attractiveness of a low-wage work force to mass-production manufacturing industries. Now however, the viability of the traditional mass-production economy's organizational structure and operating procedures has been eroded by technology and international competition. Competitiveness now requires attention to quality, flexibility, and productivity. Unfortunately, few companies in rural America are striving to be high-performance work organizations, nor do rural workers possess the skills necessary to function in such organizations. Using literature reviews, surveys, and case studies in the rural South and Europe, this book explores the ways in which rural industry and government are responding to technological change. A chapter on "retooling the training system" examines education and training resources in the rural South, including technical colleges, public schools, technical equipment producers, apprenticeships, and corporate education; and employers' perceptions of training and educational needs. A variety of development strategies are suggested, including methods for improving both rural public education and technical training systems for noncollege-bound students and adults. This book contains over 250 references, 52 figures and data tables, and an index. (SV)

ED 380 259 RC 020 002

Stern, Joyce D.
Reflections of a Recently Retired Federal Analyst in Rural Education.
PUB DATE- 95
NOTE- 6p.; A supplement to the Rural Education Newsletter for a Special Interest Group of the American Educational Research Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Educational Policy; *Educational Research; Elementary Secondary Education; Federal Programs; Federal State Relationship; *Government Role; *Long Range Planning; Public Policy; *Rural Education; Rural Environment; Rural Schools; Small Schools; Social Values; Urban to Rural Migration

This essay is based on a federal analyst's 26-year career in government, particularly the Department of Education's Office of Educational Research and Improvement. It addresses rural living and quality of life as well as changes that have

Materials; *Sex Bias; *Sex Differences

Gender bias in education remains widespread and has multiple forms. The purpose of this study was to examine current popular mathematics computer programs (n=12) intended for grades K-6 with attention to the symbolic representations and graphics used in the instructional part of the program. The review form tallied the number of main characters, their gender, their role (active versus passive), and the type of item(s) they used. The roles were noted as either traditional or nontraditional. Results showed that 41.7 percent of the software programs had main characters that were gender identifiable. Of these programs, only 12.5 percent of the main characters were female. The female main characters in the software all represented traditional female roles. A table included at the end of the report contains the software studied, appropriate grade level, summary of program, characters, and roles. Contains 17 references. (Author/MKR)

ED 380 278 SE 055 878

Cipra, Barry

What's Happening in the Mathematical Sciences, 1993-1994.

PUB DATE- 93

NOTE- 109p.; Published annually, starting in 1993.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Algorithms; Biology; Classification; Coding; Computers; Crystallography; Environmental Education; Geometry; Higher Education; *Innovation; *Mathematical Applications; *Mathematics Instruction; Prime Numbers; Proof (Mathematics); Science Education; Secondary Education

IDENTIFIERS- *Mathematical Sciences; Medical Technology

This document consists of the first two volumes of a new annual serial devoted to surveying some of the important developments in the mathematical sciences in the previous year or so. Mathematics is constantly growing and changing, reaching out to other areas of science and helping to solve some of the major problems facing society. Volumes 1 and 2 survey some of the important developments in the mathematical sciences over the past year or so. The contents of volume 1 are: (1) "Equations Come to Life in Mathematical Biology"; (2) "New Computer Insights from 'Transparent' Proofs"; (3) "You Can't Always Hear the Shape of a Drum"; (4) "Environmentally Sound Mathematics"; (5) "Disproving the Obvious in Higher Dimensions"; (6) "Collaboration Closes in on Closed Geodesics"; (7) "Crystal Clear Computations"; (8) "Camp Geometry"; (9) "Number Theorists Uncover a Slew of Prime Impostors"; and (10) "Map-Coloring Theorists Look at New Worlds." The contents of volume 2 are: (1) "A Truly Remarkable Proof" (Fermat's Last Theorem); (2) "From Knot to Unknot"; (3) "New Wave Mathematics"; (4) "Mathematical Insights for Medical Imaging"; (5) "Parlez-vous Wavelets?" (6) "Random Algorithms Leave Little to Chance"; (7) "Soap Solution"; (8) "Straightening Out Nonlinear Codes"; (9) "Quite Easily Done"; and (10) "(Vector) Field of Dreams." (MKR)

ED 380 279 SE 055 889

Gutbezahl, Jennifer

How Negative Expectancies and Attitudes Undermine Females' Math Confidence and Performance: A Review of the Literature.

PUB DATE- 95

NOTE- 33p.

LANGUAGE- English

ED 380 300 SE 055 980

Green Guide: A User's Guide to Sustainable Development for Canadian Colleges.
PUB DATE- 92
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Case Studies; *Colleges; Community Colleges; *Educational Administration; Environmental Education; Foreign Countries; Guidelines; Higher Education; *Strategic Planning; *Sustainable Development
IDENTIFIERS- *Canada

This guide provides an overview of the steps involved in creating an environmentally sustainable college. In drawing together reports from members of the Association of Canadian Community Colleges (ACCC) which have taken various initiatives to "green" their campuses, it focuses on the principles, strategies, and goals which underlie the objective of reducing or eliminating the negative impact such institutions may have on the environment. The guide is organized into four chapters: (1) "A Green Vision" is an attempt to portray one image of what a future "green college" might be like; (2) "Institutional Greening" includes contributions which describe the process of transition to more environmentally sensitive college/institute operations, mandates, policies, management styles, and organizational characteristics; (3) "Case Studies" draws together reports from member institutions striving to come to grips with environmental challenges; and (4) "Tools" identifies resources and provides practical tools (includes samples of environmental audits, fiscal planning tools and payback calculation models for specific interventions, a directory of environment sector training programs, and a directory of environmental organizations). (LZ)

ED 380 301 SE 055 984

Roseland, Mark
Toward Sustainable Communities: A Resource Book for Municipal and Local Governments.
PUB DATE- 92
NOTE- 344p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- City Government; Community Action; *Community Development; *Community Planning; Environmental Education; Local Government; Municipalities; *Sustainable Development
IDENTIFIERS- Environmental Issues; *Environmental Problems

This book is intended as a resource for elected officials, municipal staff, and citizens who would like to apply the *concept of sustainable development in their communities* through an ecosystems approach to human settlements management. The subcomponents of human community life and its impact on the environment are explored. Included are tested, practical suggestions, helpful contacts, and essential references to use

ED 380 321 SO 024 147

Gilbert, Kenneth G.
Collecting Oral History through Cultural Journalism.
PUB DATE- Oct 80
NOTE- 79p.; M.A. Thesis, Salem-Teikyo University. Light type throughout document.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- High Schools; *Historiography; *History Instruction; *Journalism; Local History; *Oral History; School Community Relationship; *Student Developed Materials
IDENTIFIERS- *Cultural Journalism; Foxfire; Mountain Trace WV; Wood County School District WV

The goal of this thesis was to present an overview of the cultural journalism program, the mechanics involved, and an example of the actual work produced by high school students as their marketable product. This examination of the "Foxfire" method has not been confined to this thesis alone, for it has proven to be the foundation of a cultural journalism class at Parkersburg High School in Parkersburg, West Virginia. "Mountain Trace" has the distinction of being the first undertaking of its type in West Virginia, and one of the pilot projects in the United States. Currently, there are approximately 150 such projects in the United States, collecting and preserving the heritage from various communities. Of these, several have achieved national prominence by producing volumes containing excerpts from their magazines. These project participants are interested in the collection, preservation, and dissemination of the oral history and heritage of their areas. The perceived problem of the study seeks a close relationship between the school and community. This association allows students to share with and learn from the older generation. This study includes an introduction with the problem statement, purpose, methods, and procedures of the study. A review of the literature covers the areas of advisor student relationship, funding, advertising and publicizing, writing, archiving, and incorporation. Illustrations and accompanying text from the study tell stories of instruction, theme, and character. Implications and recommendations are included. A 31-item bibliography and an appendix outlining the steps needed to form a corporation conclude the document. (Author/DK)

ED 380 322 SO 024 154

Lockwood, John H.
Snarks: Durkheim's Search for a Unifying Morality.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; Educational History; Educational Philosophy; Educational Research; Elementary Education; *Ethical Instruction; *Ethics; Higher Education; *Moral Development; *Moral Values; Social Studies
IDENTIFIERS- *Durkheim (Emile)

This paper discusses the work of Emile Durkheim and his interest in developing a science of ethics that would enable the social sciences to guide social and political policy. One of his main

ED 379 881 EC 303 755

Garland, Corinne W.; And Others
Caring for Infants and Toddlers with Disabilities: New Roles for Physicians. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 31 Dec 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Early Intervention; Family Practice (Medicine); Independent Study; Individualized Family Service Plans; Infants; *Inservice Education; Interdisciplinary Approach; Pediatrics; *Physicians; Professional Continuing Education; *Professional Development; Program Effectiveness; Team Training; *Teamwork; Toddlers
IDENTIFIERS- Virginia

The "Caring for Infants and Toddlers with Disabilities: New Roles for Physicians" program was designed to ensure that pediatricians and family physicians have the information and skills needed to participate fully in a Virginia statewide system of early intervention. An inservice training model was developed and field tested with approximately 200 physicians. The training curriculum included four levels: (1) introductory seminar; (2) self-study and technical support; (3) clinical application; and (4) communication and follow up. The curriculum focused on the role of the primary care physician on a community-based team engaged in a Child Find program, developmental evaluation and assessment, Individualized Family Service Plans, and transition. Using a "train-the-trainer" approach, a group of physicians was trained to teach the Introductory Seminar level as part of interdisciplinary teams composed of project staff, physicians, other early intervention providers, and parents. The remainder of the training was designed to be self-directed to the maximum extent possible, using self-study manuals and accompanying audiotapes as a major portion of the curriculum. Project products included a manual, four audiotapes, and evaluation measures. Program evaluation data support the efficacy of the model in increasing physicians' knowledge and competency as members of early intervention teams. Appendices include a sample seminar agenda, a listing of competencies, the self-study manual, and evaluation instruments. (DB)

ED 379 882 EC 303 756

Eggbeer, Linda, Ed.; Fenichel, Emily, Ed.
Educating and Supporting the Infant/Family Work Force: Models, Methods and Materials.
PUB DATE- Jan 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Curriculum; Developmental Disabilities; *Disabilities; *Early Intervention; Educational Methods; Family Involvement; Family Role; Infants; Interpersonal Relationship; *Professional Development; *Teacher Role; *Teaching Models; Toddlers; Training Methods; Videotape Recordings

This special newsletter issue was based on a July 1994 forum for educators and trainers of infant/family practitioners. Papers intervention team--speech/language pathologists, motor therapists, health care professionals, and family members. This training module on speech/language pathology examines reasons for consulting with speech/language pathologists; outlines a framework for effective communication; reviews what can be expected from a speech/language pathologist; and explores relationships with other expert groups (families, occupational/physical therapists, and health care professionals). A mechanism is presented for determining what other team members want from speech/language pathologists and for applying the expertise of speech/language pathologists to the Performance Competence Model to understand how children interact with their environment. Several overheads and handouts are appended. (JDD)

ED 379 900 EC 303 775

Westby, Carol; Ford, Valerie
Discovering Team Culture. Teams in Early Intervention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 93
NOTE- 74p.; For related documents, see EC 303 770-774.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; *Group Dynamics; Health Personnel; Inservice Education; Interdisciplinary Approach; Occupational Therapy; Physical Therapy; *Professional Development; Speech Language Pathology; Speech Therapy; *Team Training; *Teamwork; Therapists; Training

Few interdisciplinary early intervention teams are aware that they have created a team culture--a set of norms of behavior, values, and beliefs. This manual assists team members in discovering their team culture so they understand how it affects their performance and the quality of services they provide, and so they can decide if they would like to modify team process and performance. The manual examines what team culture is, how team culture affects assessment and intervention, frameworks for exploring team culture, observational and interviewing procedures to use along with self-evaluation procedures to discover a team's culture, characteristics of effective teams, and strategies for modifying team culture. The manual is a training module of Project TIE (Teams in Early Intervention), which was conceptualized to meet the need for: (1) involvement of formerly "ancillary" service professionals in providing early intervention to children with disabilities, (2) high quality family-centered services, and (3) training in the team approach. The project provides training to four groups that might constitute an early intervention team--speech/language pathologists, motor therapists, health care professionals, and family members. Appendices list instruments for team assessment, explore characteristics of gender communications, discuss issues of prejudice and discrimination, offer a guide to ethnographic interviewing, and describe nominal group techniques. (Contains 42 references.) (JDD)

ED 379 901 EC 303 776

American Versions of Suggestopedia.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Discovery Processes; *Educational Innovation; Foreign Countries; Psychoeducational Methods; *Relaxation Training; *Research Methodology; Second Language Instruction; *Second Language Learning; *Suggestopedia; Teaching Methods

In the early 1970s, American educators commenced experiments on Suggestopedia. Educational psychologists enlarged upon the relaxation and visualizations contained in the Bulgarian method and provided a solid, statistical basis to Suggestopedic research. Part I of this paper discusses the contribution of Donald Schuster, and his development of Suggestive-Accelerative Learning Techniques (SALT) ("research and relaxation"). In the later 1970s, Drs. Lozanov and Gateva visited the United States to present demonstrations of, and workshops on Suggestopedia. Innovative language teachers elaborated their own distinctive variants. "The ACT Approach," (Acquisition through Creative Teaching) by Dr. Lynn Dhority, demonstrates the possibilities for combining elements of different language-acquisition approaches and the creative side of Suggestopedic adaptations in the United States. Part II of this paper examines the ACT Approach and discusses the elements of Suggestopedia that the approach incorporates. Schuster's SALT (SALT variant of Suggestopedia), while emphasizing research statistics, does not neglect teacher and student creativity in the classroom; Dhority's ACT, which ostensibly favors subjective evaluations of the part of teacher and students, has produced research data to document methodological effectiveness. Both methods constitute very effective Americanized versions of Suggestopedia. (Contains 19 references.) (CK)

ED 379 920 FL 022 762

O Gliasain, Michael
Language Shift among Schoolchildren in Gaeltacht Areas 1974-1984: An Analysis of the Distribution of Pound 10 Grant Qualifiers. Research Report 16.
PUB DATE- 90
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Cartography; Comparative Analysis; Data Collection; Elementary School Students; Elementary Secondary Education; *Financial Support; Foreign Countries; *Information Utilization; *Irish; Language Dominance; *Language Maintenance; Language Proficiency; Research Methodology; Secondary School Students; *Statistical Analysis; Uncommonly Taught Languages
IDENTIFIERS- *Ireland (Dublin); *Irish Speaking

This report examines the value for research and policy purposes of data generated by the "Pound 10 Grant Scheme" operated by Roinn na Gaeltachta in Ireland, which seeks to preserve the Irish language. The scheme was introduced in the early 30's by An Roinn Oideachais (an organization which had responsibility for the promotion of the Irish language at the time) in order to provide a direct economic incentive to families in Gaeltacht

PUB DATE- 93
NOTE- 242p.; For 1983 edition, see ED 239 502.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020), Books (010)
DESCRIPTORS- American Indian Languages; Discourse Analysis; English; Form Classes (Languages); German; Grammar; Grammatical Acceptability; Intercultural Communication; *Interlanguage; Language Patterns; Language Research; *Language Role; Language Universals; Language Variation; Learning Processes; Linguistic Theory; Monolingualism; Multilingualism; *Prior Learning; *Second Language Learning; *Second Languages; *Transfer of Training
IDENTIFIERS- Apache (Tribe); Epenthesis; Fossilized Language; Native Language

The study of native language influence in Second Language Acquisition has undergone significant changes over the past few decades. This book, which includes 12 chapters by distinguished researchers in the field of second language acquisition, traces the conceptual history of language transfer from its early role within a Contrastive Analysis framework to its current position within Universal Grammar. Chapter titles include: "A Role for the Mother Tongue" (S. Pit Corder); "A New Account of Language Transfer" (Jacquelyn Schachter); "Verification of Language Transfer" (Josh Ard, Taco Homburg); "Transfer and Universals in Second Language Epenthesis" (Ellen Broselow); "Language Transfer and the Acquisition of Pronouns" (Jeanette K. Gundel, Elaine E. Tarone); "Rhetorical Transfer in Apachean English" (H. Guillermo Bartelt); "Interethnic Conversation and Second Language Acquisition: Discourse Accent Revisited" (Robin C. Scarcella); "The Cognitive Function of Case Marking in German as a Native and a Foreign Language" (Peter Jordens); "Prior Linguistic Knowledge and the Conservation of the Learning Procedure: Grammaticality Judgments of Unilingual and Multilingual Learners" (Helmut Zobl); "Language Transfer and Fossilization: The 'Multiple Effects Principle'" (Larry Selinker, Usha Lakshmanan); and "Universal Grammar: Is It Just a New Name for Old Problems?" (Lydia White). (MSE)

ED 379 941 FL 022 809

Dollerup, Cay, Ed.; Lindegaard, Annette, Ed.
Teaching Translation and Interpreting 2: Insights, Aims, Visions. Selection of Papers from the Second Language International Conference (Elsinore, Denmark, June 4-6, 1993).
PUB DATE- 94
NOTE- 363p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020), Books (010)
DESCRIPTORS- Advertising; Classroom Techniques; Cognitive Style; Cross Cultural Training; Cultural Awareness; Cultural Context; English; Error Correction; Feedback; Foreign Countries; French; Interlanguage; International Organizations; Interpreters; *Interpretive Skills; *Language Processing; Literature; *Machine Translation; Mental Health Programs; Models; Notetaking; Professional Development; Protocol Analysis; Quality Control; Refugees; Second Language Instruction; *Second Languages; Semantics; Teaching Styles; Technical Writing; Testing; *Translation
IDENTIFIERS- *Simultaneous Interpretation; *Subtitles

This selection of papers starts with insights into multi- and plurilingual settings, then proceeds to discussions of aims for practical work with students, and ends with visions of future

Marks, Teresa; Seiler, Tammy
English as a Second Language Summer Institute. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adult Basic Education; *Adult Literacy; Bilingualism; Classroom Techniques; Community Colleges; Cultural Pluralism; Curriculum Development; *English (Second Language); Family Influence; *Inservice Teacher Education; Labor Force Development; Language Teachers; *Literacy Education; Multilevel Classes (Second Language Instruction); Second Language Instruction; Summer Programs; Teacher Education Curriculum; Tutors; Vocational Education
IDENTIFIERS- *Northampton Community College PA

A 3-day institute on English-as-a-Second-Language (ESL) instruction, designed for adult literacy teachers, is reported. The institute, held at Northampton Community College (Bethlehem, Pennsylvania) in July 1993, offered seminars in acquired immune deficiency syndrome/human immunovirus (AIDS/HIV) and the ESL student, sheltered English instruction, self-esteem, multiculturalism, multi-level classroom strategies, hands-on teaching techniques, curriculum development, bilingual families, workforce education and the ESL student, and ESL tutoring. The report details the project's goals and objectives and related accomplishments, personnel, curriculum development process, and program coordination and dissemination efforts. Appended materials include a summary of each of the 18 workshops, a schedule of institute events, a copy of the institute brochure and evaluation form, and a summary of the 54 responses to the evaluation form. A satisfied participant's letter is also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 960 FL 800 886

Yu, Jin H.
Family Literacy for Parents with Limited English Proficiency.
PUB DATE- Jun 94
NOTE- 8p.; Project #98-4045. Page 3 contains light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Attendance Patterns; Elementary Education; *English (Second Language); Family Influence; *Family Programs; Instructional Materials; Intergenerational Programs; *Korean Americans; *Limited English Speaking; *Literacy Education; Parent Child Relationship; Parents; Preschool Education; Student Attitudes; Time Factors (Learning)
IDENTIFIERS- *Family Literacy

A family literacy program designed for parents of preschool and elementary school children is described and evaluated. Participants were 20 Korean families in which the parents had limited English proficiency. Parents read with children and were instructed in the use of reading strategies that could be used at home. Various whole language techniques were used for parent instruction. Instructors helped parents arrange reading schedules and educated them in the use of various public services such as libraries and reading programs. Attendance records indicated that parents who participated regularly in

Colorado Commission on Higher Education (CCHE) for fiscal year 1995-96. It outlines 34 projects totaling $48.3 million, which are urgently needed, as well as 5 projects totaling $2.4 million, which are desirable but not urgent. A total of $13.8 million in self-funded academic, research, and support facilities capital construction and $28 million in auxiliary enterprise revenue-funded capital construction, are also reported. Options for fast track implementation are discussed, as well as alternative fiscal plans and CCHE policies. A series of tables provides data on each project, including project name, description, cost, current and future funding, and completion date. Two appendixes provide information on the higher education general fund capital investment history and capital construction appropriations by institution and agency from 1973-74 through 1994-95. (MDM)

ED 379 979 HE 028 080

Colorado Higher Education Capital Improvements Program 1995 through 2004-05. Presented to the Legislative Capital Development Committee.
PUB DATE- 28 Nov 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); Community Colleges; Construction Costs; *Construction Needs; *Educational Facilities; Educational Facilities Planning; Educational Policy; Financial Support; Higher Education; Needs Assessment; *State Colleges; *State Programs; State Universities; Tables (Data)
IDENTIFIERS- *Colorado; Colorado Commission on Higher Education

This report presents the recommendations of the Colorado Commission on Higher Education (CCHE) for $474.4 million in state-funded capital development needs and $461.4 million in non-state funded improvements from 1995-96 through 2004-05. These 272 projects are part of the Capital Improvements Program, which determines when new facilities are required or when facilities should be expanded, renovated, or demolished within the context of statewide higher education plans and priorities. The program represents a 10-year rolling plan which is annually amended and constantly projected 10 years into the future. The bulk of the report consists of 13 tables, which list projects and their funding levels, including: (1) renovation of academic space; (2) replacement of obsolete academic space and equipment; (3) new academic space and equipment for current enrollment; (4) new academic space for planned growth; (5) library renovations and additions; (6) health and life safety hazards/code compliance; (7) physical plant support facilities; (8) utility improvements; (9) site improvements and parking; (10) research and clinics; (11) student housing, auxiliary services, and athletics; (12) non-essential state-funded physical enhancements; and (13) projects not consistent with approved facilities master plan. (MDM)

ED 379 980 HE 028 081

Certificates and Degrees Conferred by Colorado Public and Private Colleges and Universities.
PUB DATE- Oct 94
NOTE- 148p.
LANGUAGE- English

ED 380 000 HE 028 115

Barbett, Samuel F.; And Others
Basic Student Charges at Postsecondary Institutions: Academic Year 1993-94. Tuition and Required Fees and Room and Board Charges at 4-Year, 2-Year, and Public Less-than-2-Year Institutions. Statistical Analysis Report.
PUB DATE- Oct 94
NOTE- 165p.; For the 1992-93 report, see ED 365 261.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Dormitories; *Fees; Food Service; Graduate Study; Higher Education; In State Students; Out of State Students; Private Colleges; Public Colleges; *Student Costs; *Tuition; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *Integrated Postsecondary Education Data System

This report lists the typical tuition and required fees and room and board charges for academic year 1993-94 at more than 5,000 of the 5,700 four-year, two-year, and public less-than-two-year postsecondary institutions in the United States and its outlying areas. Included are tuition and fee charges to in-state and out-of-state students at the undergraduate and graduate levels, along with the costs for room and board and the number of meals per week covered by the board charge. The report includes several tables with national statistics on tuition and required fees. These data are followed by data on tuition and required fees and room and board charges at individual institutions, by state, including: (1) public and private four-year institutions; (2) public and private two-year institutions; and (3) public less-than-two-year institutions. Another table lists tuition and required fees for first-professional degree programs. Data were collected through the 1993-94 "Institutional Characteristics" survey conducted annually as part of the Integrated Postsecondary Education Data System. (JDD)

ED 380 001 HE 028 116

Miles, Jack
A Modest Proposal...for Saving University Research from the Budget Butcher. Occasional Paper 94-2.
PUB DATE- Sep 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgets; Change Strategies; Costs; Educational Innovation; Faculty Promotion; *Faculty Publishing; *Financial Exigency; Higher Education; Institutional Survival; Models; *Productivity; *Publishing Industry; *Research Administration; Research Projects; School Business Relationship; Teacher Role; Tenure; Writing for Publication

Raising productivity (producing more graduates per professor at acceptable quality level) is presented as one approach to dealing with American universities' fiscal crisis. Faculty can increase classroom productivity in a way that protects and even strengthens genuine research. This approach uses the publishing industry model in funding university research and writing projects, in which an aspiring author's prospectus results in an advance to permit writing to begin, and earnings are divided by the professor and the publisher. Universities could fund all

DESCRIPTORS- College Faculty; College Instruction; College Role; Educational Facilities; *Educational Trends; *Futures (of Society); Higher Education; Interdisciplinary Approach; Long Range Planning; *Organizational Objectives; *Research Universities; School Community Relationship; *School Responsibility; Theory Practice Relationship
IDENTIFIERS- *Emory University GA

This booklet reviews five key issues confronting Emory University (Georgia) as it selects a direction for its future institutional evolution and leadership responsibilities. Following a brief look at the current crisis in American higher education brought on by economic, social, and global changes, five brief essays address the following issues: (1) the balance between teaching and research; (2) building a stronger community; (3) encouraging interdisciplinary scholarship; (4) keeping pace with infrastructure needs; and (5) assessing Emory's external relationships. Important themes running through these issues are noted, including commitment to the intellectual community, renewed sense of moral purpose and public responsibility, recognition of strength in collaboration, and greater balance in faculty work with personal goals and university civic responsibility. The booklet describes planned events for continued discussion of the institution's future and solicits comments. The booklet then presents an essay, "Contemporary Challenges Faced by the Research University: An Ontogenetic Perspective," which examines fiscal and philosophical challenges creating instability in higher education. Presented next is a paper by Susan Frost and Harriet King titled "1993-1994: A Year of Reflection," which reviews surveys, retreats, and a symposium conducted among faculty and administration to reflect on the university's future directions. The brochure closes with an open letter addressed to the Emory community by the academic deans. (JB)

ED 380 021 HE 028 136

Frost, Susan H.
Quality University Office of Institutional Planning and Research: Year One Annual Report and Planning Document.
PUB DATE- May 93
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *College Administration; *College Planning; Higher Education; Information Dissemination; Information Management; Information Needs; Information Services; Information Technology; Information Utilization; *Institutional Research; *Management Information Systems; Policy Analysis; Program Development; Universities

In 1991 Quality University organized its first Office of Institutional Planning and Research within the provost's office. This Office has focused on six major functions: (1) organization and start-up activities (developing collegial support, analyzing information resources, and developing computing resources); (2) administrative information development (creating a database of faculty information and increasing the usefulness of student surveys); (3) external deficiency syndrome, sexual misconduct, and abrupt departure of a chief executive officer. The final section provides legal advice from a college attorney, excerpts from campus crisis plans, and a bibliography of approximately 100 additional crisis resources. The book is accompanied by a 24-minute VHS videocassette (not available from ERIC) entitled "The Worst of Times: The University of Florida Story." The video includes news footage capturing the immediacy and uncertainty of the tragedy and documents the regularity and consistency of the University of Florida's clearheaded response. (JDD)

ED 380 040 HE 028 194

Scott, Robert A.
Access, Affordability, and Excellence after Restructuring.
PUB DATE- 15 Oct 94
NOTE- 23p.; Paper presented at the New Jersey Black Issues Convention (Cherry Hill, NJ, October 15, 1994). Figure 1 contains filled print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; College Presidents; Educational Change; *Excellence in Education; *Governance; Higher Education; Institutional Cooperation; Planning Commissions; *School Restructuring; *State Boards of Education; State Legislation; *Statewide Planning
IDENTIFIERS- *New Jersey

New Jersey's Higher Education Restructuring Act of 1994 expands and codifies certain authorities of trustee boards, creates a statewide coordinating board called the New Jersey Commission on Higher Education, and creates the Presidents' Council which consists of the presidents of the 46 institutions of higher education which receive state funding. The Act mandates that boards of trustees, presidents, and the statewide coordinating board reconceive how they do what they do and question why they do it at all, in response to tremendous forces of change. The goals for higher education as expressed in the Act include access, affordability, and excellence. This paper discusses membership and activities of the Commission and the Council and responds to criticisms that the new governance structure is lacking in accountability, authority, and stature. The paper concludes that institutions of higher education must have local control for strategic as well as tactical and expedient decisions, and they must be flexible, responsive, and visionary. A summary of Commission priorities and a work plan for making recommendations on higher education funding and tuition establishment are appended. (JDD)

ED 380 041 HE 028 195

Annunziato, Frank R.
Faculty Strikes in Higher Education: 1966-1994.
PUB DATE- Dec 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Collective Bargaining; Colleges; Educational Trends; *Higher Education; Labor Problems; Public Colleges; Strikes; *Teacher Strikes; *Trend Analysis; Two Year Colleges; Unions; Universities

ED 380 059 IR 016 980

Box, Cecelia A.; Cochenour, John
Visual Literacy: What Do Prospective Teachers Need To Know?
PUB DATE- 95
NOTE- 10p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Courses; Elementary Secondary Education; Higher Education; Pilot Projects; *Preservice Teacher Education; Surveys; Teacher Attitudes; Teacher Effectiveness; Visual Learning; *Visual Literacy
IDENTIFIERS- Visual Communication

This is a pilot study which addresses whether teachers should be taught about visual literacy. A preliminary review of the literature revealed that: (1) prospective teachers need training in the skills and knowledge related to visual literacy if they are to develop such skills and knowledge in their students, and (2) visual literacy is not a common topic in teacher training. Then, a survey was conducted to provide information for further research. The findings indicated that visual literacy as a specific content area is not valued or included in teacher training programs. The respondents rated visual literacy very high, and felt that all aspects of it were of equal and high importance for preparing teachers to be effective in the classroom. Three figures illustrate categories of instructional activities for visual literacy, responses to the query regarding teaching of visual literacy in teacher education programs, and occurrences of a specific visual literacy course versus an integrated approach respectively. (Contains 16 references.) (DGM)

ED 380 060 IR 016 981

Kupsh, Joyce
Visual Literacy and Multimedia Presentations.
PUB DATE- 95
NOTE- 7p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; Audiovisual Aids; Computers; Education Courses; Graphic Arts; Higher Education; *Instructional Effectiveness; Learning Motivation; Multimedia Instruction; *Multimedia Materials; Photography; Retention (Psychology); Shared Resources and Services; *Teaching Methods; Users (Information)
IDENTIFIERS- *California State Polytechnic University Pomona; Market Profiles; *Multimedia Centers; Multimedia Technology

Multimedia presentations are defined as the integration, control, and manipulation of text, art and graphics, photography, animation, audio, and video for presentations. This paper provides an overview of multimedia presentations, and examines interactive interdependent message; and (4) both diagrams elicited similar adjectives from the participants, and therefore neither was perceived as giving a more accurate portrayal of the instructional design process. Two figures provide the flow diagrams. (Contains 34 references.) (MAS)

ED 380 078 IR 016 999

Dwyer, Francis M.; Moore, David M.
Effect of Color Coding and Test Type (Visual/Verbal) on Students Identified as Possessing Different Field Dependence Levels.
PUB DATE- 95
NOTE- 8p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coding; *Cognitive Style; College Students; *Color; *Field Dependence Independence; Higher Education; *Illustrations; Information Processing; Pretests Posttests; *Test Format; Verbal Tests; Visual Aids; Visual Literacy
IDENTIFIERS- Group Embedded Figures Test; Visual Tests

The purpose of this study was to examine the effect that coding (black and white, and color) and testing mode (visual/verbal) has on the achievement of students categorized as field independent (FID)/field dependent (FD) learners. One hundred eighty-three students enrolled in basic college level educational psychology courses were classified as either field dependent, field neutral, or field independent as a result of their performance on Group Embedded Figures Test (GEFT). Participants read a 2,000 word instructional booklet on the anatomy and functions of the human heart, containing 19 illustrations, either in black and white or with different colors used to highlight information and processes being discussed. Each student immediately received, in a visual or verbal format, four individual multiple-choice criterion tests (drawing, identification, terminology, and comprehension). On the drawing test scores, results indicated a significant difference in cognitive style, in favor of field independent students, color coding, and verbal test. On the identification test, results favored field independent students and verbal testing. Terminology and comprehension test scores also significantly favored field independent students. Total test score favored field independent students, color coding (but color coding did not influence field dependent students), and verbal testing. Results of the study verify that field independent and field dependent learners differ in cognitive processes they use. The concepts of field independence/dependence is an important variable in the teaching/learning process and color coding and test format remain as viable instructional variables. (Contains 19 references.) (MAS)

ED 380 079 IR 017 000

Griffin, Robert E.; And Others
Using Symbols in International Business Presentations: How Well Are They Understood?
PUB DATE- 95
NOTE- 9p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR

are: (1) level of communication formality; (2) cohesion of the communication group; (3) age; (4) gender; (5) difficulty of icon reproduction; (6) commonality of meaning; and (7) personal preference and experience. Eight figures illustrate data findings. (Contains nine references.) (MAS)

ED 380 097 IR 017 018

Walker, Alice D.
Digitizing Images for Curriculum 21: Phase II.
PUB DATE- 95
NOTE- 6p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977. For Phase I, see ED 370 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Computer Software Development; *Database Design; *Engineering Graphics; Grants; Higher Education; Imagery; *Intercollegiate Cooperation; Multimedia Materials; *Videodisks; *Visual Aids

Although visual databases exist for the study of art, architecture, geography, health care, and other areas, readily accessible sources of quality images are not available for engineering faculty interested in developing multimedia modules or for student projects. Presented here is a brief review of Phase I of the Engineering Visual Database project at Virginia Tech, funded by a grant from the National Science Foundation to the Southeastern University and College Coalition for Engineering Education, followed by a description of Phase II with indications of the progress made in the past year. The project proposed to create an engineering visual database, composed of existing slides, photographs, video clips, and computer simulations, which could be collected, indexed, and made available for the faculty within the eight-institution coalition. Phase I involved conducting surveys, and soliciting, collecting, sorting, digitizing, and entering visuals into HyperCard and ToolBook indexes. Over 700 still images and 28 minutes of motion clips were placed on a videodisc. A barcode index was printed, and materials were distributed to each of the eight schools for evaluation purposes. The proposals for Phase II include: (1) the evaluation and revision of the prototype videodisc produced in year one; (2) the creation of new video demonstrations, animations, graphics, and other images, produced on a CD-ROM and a revised videodisc; and (3) use of an Internet-based electronic delivery system to provide efficient access. (Contains five references.) (MAS)

ED 380 098 IR 017 019

Witte, Mary Stieglitz
Photography/Digital Imaging: Parallel & Paradoxical Histories.
PUB DATE- 95
NOTE- 6p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

ED 380 115 IR 017 052

Brody, Philip J.
Technology Planning and Management Handbook: A Guide for School District Educational Technology Leaders.
PUB DATE- 95
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Administrative Policy; *Administrative Problems; Administrator Guides; Budgets; Courseware; Educational Environment; *Educational Technology; Elementary Secondary Education; Information Networks; Information Services; Learning Resources Centers; Local Area Networks; Maintenance; *Program Improvement; Purchasing; *School Districts; Shared Resources and Services; Staff Development; *Strategic Planning; Tables (Data); Vendors; Worksheets

This guide provides potential solutions to common administrative problems of school district technology programs. Chapter 1 is an introduction which outlines the background and functions of school district technology programs, and the design of the book. Strategic planning is discussed in Chapter 2, including the institutional climate; organizing the planning team; gauging current status; determining directions; identifying strategies; and presenting the budget and timeline. Chapter 3 considers major issues and guiding principles for developing a technology curriculum. Chapter 4 discusses effective budgeting strategies; creating an annual budget; and monitoring the budget. The topics on purchasing, covered in Chapter 5, include local conventions and rules; the bid process; writing specifications; strategies for coping with three common problems; and working with vendors. Chapter 6 examines considerations for a sound maintenance program, and who should provide the services. Training and staff development are examined in Chapter 7, including the need for a district-wide staff development policy; sources for support of staff development; and suggestions for effective staff development programs. The issue of providing support services is covered in Chapter 8, highlighting technology resource centers; supporting staff at work locations; and equipment loan programs. Chapter 9 deals with school-based issues, including in-school support; "tangible resources"; acquiring equipment; purchasing instructional software; the need for a physical infrastructure; preparing for local area networks; and preparing schools for the "information superhighway". Twenty-three tables of information and 16 sample worksheets are also provided. (AEF)

ED 380 116 IR 055 216

Humanities and Arts on the Information Highways: A Profile. Final Report.
PUB DATE- Sep 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Cultural Background; *Fine Arts; *Humanities; *Information Networks; Natural Language Processing; Reports; *Telecommunications

technology trends, software compatibility, collaborations between business firms, global collaboration among individuals, and the impact of new technologies on learning and the American household. The titles of the articles are as follows: "Introduction" (Richard P. Adler); "The Economic Impetus for Convergence in Telecommunications" (Robert W. Crandall); "Convergence of Telecommunications, Cable, and Computers in the 21st Century: A Personal View of the Technology" (John E. Midwinter); "Convergence and the Development of Business Ecosystems" (James F. Moore); "The Nature of Work in 2010: Convergence and the Workplace" (Eric Edwards Vogt); "The Technology of Learning" (Barbara Kurshan and Cecilia Lenk); and "Divergence Amid Convergence: The Evolving Information Environment of the Home" (Jorge Reina Schement). A section containing brief biographical sketches of the authors is appended. (MAS)

ED 380 133 IR 055 436

Liebowitz, Jay, Ed.; Prerau, David S., Ed.
Worldwide Intelligent Systems: Approaches to Telecommunications and Network Management. Frontiers in Artificial Intelligence and Applications, Volume 24.
PUB DATE- 95
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Artificial Intelligence; *Computer Mediated Communication; Computer Networks; *Expert Systems; Foreign Countries; *Information Management; *Information Networks; Information Technology; International Communication; Knowledge Representation; Online Systems; *Telecommunications
IDENTIFIERS- Hybrid Technologies; Speech Recognition

This is an international collection of 12 papers addressing artificial intelligence (AI) and knowledge technology applications in telecommunications and network management. It covers the latest and emerging AI technologies as applied to the telecommunications field. The papers are: "The Potential for Knowledge Technology in Telecommunications: A Quick Look" (J. Liebowitz); "Expert Systems for Telecommunications Dispatch Analysis and Remote Trouble Resolution" (D. S. Prerau); "Expert System for Service Order Information Entry" (S. Watanabe and F. Hattori); "Help Desk Applications at Telesoft" (F. Giovannini and V. Ripa di Meana); "Network Management Using Real-Time Expert Systems" (W. Fuller and S. Miksell); "AI for Managing Telecommunication Networks" (M. De Beler and others); "AI and Intelligent Networks in the 1990s and into the 21st Century" (L. Lewis); "Speech Recognition and Understanding (R. De Mori and others); "Neural Networks in Telecommunications: Applying Adaptive AI" (T. Loofbourrow); "The Use of Hybrid Intelligent Systems in Telecommunications" (R. Weihmayer and H. Velthuijsen); and "Learning Agents for Telecommunication" (M. R. Adler and W. J. Frawley). An author index and an affiliation index are also provided. (AEF)

ED 380 134 IR 055 438

Navigating the Information Ocean: Charting the Course. Abstracts from the Academic Library Association of Ohio Annual Conference (Columbus, Ohio, November 4, 1994).
PUB DATE- 4 Nov 94
NOTE- 11p.
LANGUAGE- English

PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Planning; Community Colleges; Computer Networks; Educational Environment; Educational Technology; *Environmental Scanning; Futures (of Society); Strategic Planning; *Trend Analysis; Two Year Colleges; Workshops
IDENTIFIERS- *Internet

The Beyond 2000 workshop held in February 1995 was designed to give participants experience in using strategic management techniques, such as critical trend and potential event identification, to examine the future of community colleges. This paper is intended as a guide for implementing similar workshops and summarizes the outcomes of workshop exercises. Following a brief introduction, 16 critical trends identified in the workshop are listed and discussions are provided for the two trends selected for analysis by workshop participants. They are: (1) the increasing use of educational technology; and (2) the demands of the changing job market. Implications are then presented concerning the increasing use of technology, including less money available for other renovations; additional funding needed to purchase up-to-date technology; and the need to train faculty, students, and staff. Related recommendations include assessing the effectiveness of the technology, conducting needs assessments, and increasing partnerships to share costs. Following recommendations related to the changing job market, 20 critical events affecting community colleges identified at the workshop are listed. Discussions of the following 4 events are then presented: universal access to the Internet; elimination of financial aid for students; alternative education providers; and elimination of the Department of Education. The report closes with a description of two Internet resources: the Horizon List and Horizon Home Page, a futures planning database of abstracts describing signals of change affecting education. (KP)

ED 380 152   JC 950 138

Holton, James M.
Frederick Community College Transfer Tracking System and Successful Transfer Survey, Volume I, Fall 1990-Spring 1992.
PUB DATE- 94
NOTE- 60p.; For Volume II, see JC 950 139.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Academic Records; *Articulation (Education); *College Outcomes Assessment; *College Transfer Students; Community Colleges; Longitudinal Studies; Participant Satisfaction; *Program Effectiveness; *Student Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Frederick Community College MD; *Transfer Rates (College)

The Transfer Tracking System at Maryland's Frederick Community College (FCC) is designed to monitor the effectiveness of the college's transfer function by keeping track of student requests for transcripts to be sent to other institutions. Using this system, a study was undertaken at FCC to determine outcomes for the college's transfer function for 1990-92 by requesting confirmation of enrollment from receiving institutions and surveying students who transferred from the college regarding their experiences. An audit of transcripts requested from 1989-90 identified 21 institutions that accounted for 88% of all requests. For 1990-91, 1,341 findings, based on a 58% response rate, included the following: (1) more than half of all participants were over the age of 40; (2) 54% were female; (3) 29% had a bachelor's degree or higher; (4) while 10% of the CT participants in employer-initiated programs already held a degree, diploma, or certificate from a Minnesota technical college, 23% of this group held a 1- or 2-year formal award from another type of institution; (5) 94% were currently employed, with a median of 7 years experience with their current employer; (6) 80% reported using only one form of technical college training; (7) employer-initiated training participants were much more likely to have their coursework partially financed by their employers than employee-initiated participants; (8) while employers provided training for many reasons, improving procedures and meeting regulatory requirements were the most commonly cited; (9) a high proportion of participants took "soft" skills courses; e.g., communication skills and managerial/supervisor training; (10) more than 75% planned to upgrade their skills rather than change careers; and (11) 84% planned to seek additional training in 1994-95, and nearly one-third of these planned to receive their education from a college or university. The survey instrument is attached. (KP)

ED 380 169   JC 950 156

Glass, Ruth S.; And Others
Educational Plant Survey: Seminole Community College, May 23-27, 1994.
PUB DATE- May 94
NOTE- 79p.; For an earlier survey, see ED 333 955.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Housing; *College Planning; Community Colleges; Construction Costs; Construction Needs; *Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Expenditure per Student; *Facility Inventory; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- Seminole Community College FL

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in May 1994 at Seminole Community College (SCC). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, and the cooperative process used in conducting plant surveys in the Florida community college system. Section 4 presents a historical overview of OWCC, including its major purposes, goals, and policies as they relate to the capital improvements program. Section 5 analyzes the student population and projected enrollment for the 5-year period, while section 6 highlights the program, service, and facility needs of OWCC. Section 7 provides an inventory of existing sites and facilities, including a table of existing satisfactory student stations and space used by faculty, and a discussion of instructional and auxiliary facilities. Section 8 provides a plan for housing programs, students, and services, while section 9 features an analysis of capital outlay finances, including revenue sources

(FY) 1992 and 1993 providing education or child care to children from birth through age 5; (2) the 1992 budget authority for key programs; (3) the number of children served by these programs in FY 1992; (4) eligibility criteria for the programs in 1992; and (5) differences in services across key programs. A review of the Catalog of Federal Domestic Assistance, previous GAO studies, and surveys of program officials revealed 93 programs in 11 federal agencies and 20 offices; 34 of these were identified as "key," wherein early care or education was central to their mission. In FY 1992, 22 of the key programs were allocated more that 3.5 billion dollars. About 2 million children below age 5 received services from 18 of the key programs. Currently, the existing 93 early care and education programs are not operating in an integrated system. Some services are duplicated among the programs, creating an overlap, while others may fall short, creating gaps in services. These situations occur because the individual programs are designed independently and for differing overall purposes; some are more comprehensive, more costly, better funded, or provide more services or services of greater depth than others. Services actually received vary in depth between programs, and the fixed eligibility cutoffs for the programs can lead to disruption of services from even slight changes in an individual child's family status. Guidelines and service criteria varied among the programs as well. Some had explicit requirements to provide certain services at a given level, others were to provide some from among a range of services at an unspecified level. (ET)

ED 380 187   PS 022 924

Moore, Raymond; Moore, Dorothy
The Successful Homeschool Family Handbook: A Creative and Stress-Free Approach to Homeschooling.
PUB DATE- 94
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Child Development; Classroom Environment; *Curriculum Development; Educational Strategies; Elementary Secondary Education; *Home Schooling; Instructional Development; Instructional Effectiveness; Nontraditional Education; Parent Child Relationship; *Parents as Teachers; Teacher Burnout
IDENTIFIERS- Developmentally Appropriate Programs; *Moore Method

Noting that most home-schooling materials adhere to conventional schooling at the cost of creativity, this handbook provides guidelines for building a successful home school curriculum, one that avoids student resentment and parent burnout, targets children's interest and motivation, and understands how a child's developmental stages contribute to learning. The guide is based on the Moore Formula for home schooling, which emphasizes a creative curriculum, skill-building work, and community or family service, and which results in low stress, low cost, and high achievement and sociability. The chapters in the book are divided into the following five parts: (1) "Can Homeschooling Be Both Successful and Stress-Free?"; (2) "Homeschooling Stress: Prevention and Remedy"; (3) "Making quality child care, create a demand for it, and prompt the child care market to supply it. The Health initiatives are intended to increase the health and safety practices in family child care homes. The study concludes that family child care initiatives are financed with public and private funds. The federal government's role in child care has been primarily one of helping parents pay for child care. Research shows that quality child care is particularly important to poor children, and the initiatives identified by the study can provide information on ways to improve them. An additional highlight of this study is the construction of the largest single database of family child care quality improvement initiatives. (Examples of initiatives and a list of the major contributors to the report are appended.) (BAC)

ED 380 206 PS 023 034

Gross, Judith Schefkind
Improving Academic Achievement and Interpersonal Relationships among Diverse 5th Graders by Strengthening Self-Image and Teaching Conflict Resolution Skills.
PUB DATE- 94
NOTE- 90p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Attitude Change; Change Strategies; Classroom Techniques; *Conflict Resolution; Cooperative Learning; Cultural Awareness; Cultural Pluralism; *Discipline Problems; *Educational Strategies; *Elementary School Students; Grade 5; Intermediate Grades; Language Arts; Peer Relationship; Self Concept; *Self Esteem; Student Attitudes

This practicum addressed the low self-esteem, poor academic achievement, strained interpersonal relationships, and difficulty in dealing with growing diversity noted in fifth-graders in an urban elementary school. A six-part solution strategy was developed that emphasized: (1) building realistic self-esteem; (2) increasing cultural and ethnic awareness; (3) enhancing cooperative learning; (4) teaching conflict resolution; (5) improving language arts; and (6) presenting opportunities for students to share their talents with others. These strategies were implemented over a 12-week period through various classroom activities and individualized projects. Academic achievement, discipline problems, and growth in self esteem were evaluated to determine the effectiveness of the program. It was found that student achievement scores were significantly higher for the fifth-graders exposed to the intervention than for the previous year's fifth-graders. In-school and out-of-school suspensions among fifth-graders decreased 19 percent from the previous year. Student self-esteem increased significantly over the course of the intervention. (Three appendixes contain self-esteem questionnaires, a sample individual action plan, and a sample individual action lesson plan. Contains 17 references. (MDM)

ED 380 207 PS 023 036

Guttman, Cynthia
In Our Own Hands: The Story of Saptagram, a Women's Self-Reliance and Education Movement in Bangladesh. Education for All: Making It Work. Innovations Series, 2.
PUB DATE- 94
NOTE- 37p.; Photographs may not copy well. For other documents in this series, see ED 369 535 and PS 023 037-039.

Syllaba), later elementary, (L. Ruth Frederick), and middle school (P. Elizabeth Pate). The lists of basic materials and extensions serve as guides for equipping classrooms in group settings and should not be regarded as inventories. Most chapters contain references. (BAC)

ED 380 225 PS 023 075

Kaminski, Lorraine B.; Dornbos, Karen L.
Focus on Curriculum Design for Middle School Programs.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Objectives; Cognitive Development; *Curriculum Design; *Developmental Tasks; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Physical Development; *Preadolescents; Social Development; *Student Characteristics; *Student Needs
IDENTIFIERS- *Developmental Curriculum; Developmentally Appropriate Programs; Middle School Students

The middle school concept was devised to counteract the tendency of junior high school programs to mimic those of the high school at the expense of addressing the developmental needs of students who are in the process of physical maturation. This book on curriculum design focuses on the importance of the middle school and understanding preadolescent students at this intermediate level of education. It considers an effective middle school as one which breaks down the barriers of departmentalization and concentrates on learning and teaching across the disciplines. To enable such an environment, the booklet suggests that educators consider the developmental needs of the preadolescent, and outlines a basis for curriculum design to meet these needs. The booklet examines developmental characteristics in the following areas: Cognitive Skill--Brain Development; Cognitive Skill--Language Development; Affective Development; Social Development; Aesthetic Development; and Physical Development: Growth, Health, Body Management. Each characteristic is presented in terms of: (1) opportunities needed for healthy development in each area; (2) characteristics of emerging adolescents related to each area; (3) implications for the education of preadolescents; and (4) curriculum implications. (BAC)

ED 380 226 PS 023 076

Maksimowicz, Michelle L.
Focus on Authentic Learning and Assessment in the Middle School.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Ability; Continuous Progress Plan; Critical Thinking; *Curriculum Design; Intelligence; Intermediate Grades; Junior High Schools; *Learning Strategies; *Middle Schools; Parent Participation; *Partnerships in Education; *Relevance (Education); Student Characteristics; Student Evaluation

Uniqueness of the Computer as a Learning Tool: Insights from Research and Practice" (Douglas H. Clements). Part 2, "The Role of Technology in the Early Childhood Curriculum," includes chapter 4: "Learning and Teaching with Technology" (Sue Bredekamp and Teresa Rosegrant); chapter 5: "Software Evaluation for Young Children" (Susan W. Haugland and Daniel D. Shade); chapter 6: "The Potential of the Microcomputer in the Early Childhood Classroom" (Jane Davidson and June L. Wright); chapter 7: "Staff Development Practices for Integrating Technology in Early Childhood Education Programs" (Charles Hohmann); chapter 8: "Computer Applications in Early Childhood Special Education" (Michael M. Behrmann and Elizabeth A. Lahm); and chapter 9: "Family Involvement: Family Choices at Home and School" (Patricia A. Ainsa and others). Part 3, "The Challenge for Early Childhood Educators" includes chapter 10: "Moving Early Childhood Education into the 21st Century" (Gwendolyn G. Morgan and Daniel D. Shade); chapter 11: "Replicating Inequities: Are We Doing It Again?" (Suzanne Thouvenelle and others); and chapter 12: "Interactive Technology and the Young Child: A Look to the Future" (Cynthia Char and George E. Forman). The following articles are appended: (1) "Using Computers to Support Thematic Units" (Jane Davidson); (2) "Early Childhood Education and Computer Networking: Making Connections" (Bonnie Blagojevic); and (3) "Helpful Hints on Acquiring Hardware" (Daniel D. Shade). A glossary and a list of software for young children is also provided. All chapters contain references and 55 additional resources are provided. (BAC)

ED 380 243 PS 023 174

Lancy, David F., Ed.
Children's Emergent Literacy: From Research to Practice.
PUB DATE- 94
NOTE- 416p.; Foreword by James Moffett. Based on papers originally presented at a conference held at the University of Toledo in 1991.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; Early Experience; Early Reading; *Family Environment; Family Involvement; High Risk Students; Invented Spelling; Language Acquisition; *Literacy Education; Oral Language; Parent Child Relationship; Program Effectiveness; Reading Aloud to Others; Theory Practice Relationship; Whole Language Approach
IDENTIFIERS- Conversation; *Emergent Literacy; Even Start; *Learning Environment; Reading Recovery Projects

Noting that renaming common folk practices as "emergent literacy" practices legitimizes these unacknowledged ways of learning to read and write, this book highlights the importance of out-of-school literacy experiences and the value of real literature and real writing. It stresses a reciprocal relationship between basic research on the social, cultural, and cognitive roots of literacy and applied research on programs that attempt to create or recreate environments that support children's emerging literacy. The titles of the articles are: (1) "The Conditions that Support Emergent Literacy" (David Lancy); (2) "Early Literacy from a Developmental Perspective" (A. D. Pellegrini and Lee Galda); (3) "Not by Print Alone: Oral Language Supports for Early Literacy Development" (David Dickinson and Diane Beals); (4) "Nonliterate Homes and Emergent Literacy" (Victoria Purcell-Gates); (5) "Parents' Interactions with Beginning Readers" (Christi Bergin and others); (6)

occurred over the past two decades and planning for the future. The special training needs of rural educators are discussed, and distance learning options are recommended as a means for enriching rural curricula. It suggests that the federal role in reducing inequities in rural schools requires a complete overhaul rather than tinkering at the edges. Because few national leaders in education spring from rural settings, more collaboration among the National Rural Education Association and educational laboratories is needed as one means to focus attention on rural education issues. Other recommendations are that collaborative research efforts among concerned agencies and associations should increase, and that the poorest of the poor counties should receive special government intervention involving integrated services rather than just education. In a discussion of rural education research and research needs, it is noted that only fairly recently has National Assessment of Educational Progress data been analyzed by metropolitan-nonmetropolitan county type and that this revealed essentially no difference in scores. The essay concludes with a delineation of major policy improvements over the period and hope for an even better climate for understanding and assisting rural schools in the years ahead. (RAH)

ED 380 260 RC 020 003

Year of the Family.
PUB DATE- Dec 94
NOTE- 49p.; A special issue of "California Agriculture", in commemoration of the 1994 International Year of the Family. Individual articles have been entered in CIJE (RC 510 501-508).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; Elementary Secondary Education; Employed Parents; *Extension Education; *Family Problems; *Family Programs; *High Risk Students; Housing; Hunger; Juvenile Gangs; Migrant Workers; Mothers; Prevention; Rural Areas; Smoking; *Youth Programs
IDENTIFIERS- 4 H Programs; *California

This special issue focuses on problems and challenges confronting the California family and on research and extension efforts to provide at least partial answers. Research briefs by staff include "Challenges Confront the California Family" (state trends in poverty, divorce, single-parent families, child abuse, delinquency, teen births, limited English proficiency, and academic achievement); "Lead Poisoning Continues To Pose Threat"; "UC Offers Lead Test around State"; and "EFNEP: 25 Years' Worth of Sound Advice" (about the Expanded Food and Nutrition Education Program). Articles are (1) "Hunger in the Midst of Affluence: Task Force Combats Hunger in Contra Costa County" (Mary Lavender Fujii); (2) "Farmworker Housing in Crisis: How Rural Communities Can Learn from the Arvin Experience" (Patricia Harrison); (3) "Does Mothering School-Age Children Mix with Paid Employment?" (Brenda K. Bryant); (4) "Helping Youth at Risk: 4-H and Cooperative Extension Venture into Child Care" (Sharon Junge, Dave Riley, Jill Steinberg, Chris Todd, Ina McClain); (5) "For Children Facing Adversity: How Youth Programs Can Promote Resilience" (Marc T. Braverman, James M. Meyers, Lynn Bloomberg); (6) "In-Home Treatment of Child Abuse: Healing at Home Can Be Effective and Cost-Effective" (Keith Barton); (7) "Project 4-Health Develops Program To Curb Youth Tobacco Use" (Marc T. Braverman, Joel M. Moskowitz, Carol N. D'Onofrio, Valodi Foster); and (8) "Gang

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Females; *Mathematics Achievement; *Mathematics Anxiety; Mathematics Education; Parent Attitudes; Self Esteem; Sex Differences; *Student Attitudes; Teacher Attitudes; Teacher Expectations of Students

Females' underperformance in mathematics is discussed as a function of negative expectancies by parents, teachers, and peers. These negative expectancies of significant others lead to negative self-expectancies and negative attitudes about mathematics on the part of female students. These negative expectancies and attitudes lead to lower performance, reinforcing parents' and teachers' negative expectancies. Thus a cycle of low expectancies leading to low performance leading to even lower expectancies is perpetuated. Some reasons this cycle persists are: (1) girls, more than boys, tend to believe that mathematical ability is something individuals either have or do not have; (2) girls are more math anxious than boys; (3) girls may believe that "girls just cannot do math"; (4) girls' belief that their ability is so low that no amount of work will compensate, may drain their willingness to persist; and (5) girls may self-handicap by withholding effort. Implications of this continuing cycle and possible ways to break it are discussed. Contains 10 references. (Author/SW)

ED 380 280 SE 055 895

Brosnan, Patricia A.
Learning about Tasks Computers Can Perform. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Literacy; *Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Technological Literacy; Technology Education
IDENTIFIERS- ERIC Digests; *Parent Resources

Knowing what different kinds of computer equipment can do is the first step in choosing the computer that is right for you. This digest describes a developmental progression of computer capabilities. First the basic three software programs (word processing, spreadsheets, and database programs) are discussed using examples. Next, an explanation of more advanced uses of the computer is given, including: graphics or drawing, multitasking or performing more than one job at a time, and telecommunications and e-mail. Finally, technological applications in education are discussed which include such topics as interactive video, hypertext and hypermedia, virtual reality, on-line multimedia libraries, and distance learning. Suggested resources for parents are included. (MKR)

ED 380 281 SE 055 899

Hubbard, James; And Others
Dynamics of Alliances.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 25p.

in setting community planning and development on a sustainable course. Sixteen chapters include: (1) "The Meaning of Sustainable Development;" (2) "Toward Sustainable Communities;" (3) "Atmospheric Change and Air Quality;" (4) "Transportation Planning and Traffic Management;" (5) "Land Use and Growth Management;" (6) "Energy Conservation and Efficiency;" (7) "Solid and Hazardous Waste Reduction and Recycling;" (8) "Water and Sewage;" (9) "Greening the City;" (10) "Economic Development;" (11) "Community Development;" (12) "Investment and Purchasing;" (13) "Leadership by Example;" (14) "Environmental Administration;" (15) "Beyond Municipal and Local Government;" and (16) "Lessons for Policymaking." (LZ)

ED 380 302 SE 055 990

Donmoyer, Robert
Rhetoric and Reality of Systemic Reform: A Critique of the Proposed National Science Education Standards.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Academic Standards; Criticism; *Educational Change; Evaluation Methods; *Science Instruction; State Standards
IDENTIFIERS- *National Science Education Standards; National Standards; *Systemic Change

This article briefly reviews the central ideas associated with the notion of systemic reform and indicates how these ideas are manifested in the draft of the National Science Education Standards. The draft is critiqued and what the critique suggests about the viability and utility of the notion of systemic reform is considered. The discussion identifies problems associated with the implementation of a conceptual distinction between means and ends identified by rhetoric and discusses the use of vagueness to build coalitions of support. The possible implications of an approach that employs predefined content and skills operationalized in statewide assessment systems that meet traditional validity and reliability criteria is examined. The draft document's endorsement of authenticity combined with traditional validity and reliability criteria as a form of assessment is questioned. The report concludes that the National Research Council's "unifying vision" does not provide a foundation for a new form of educational decision making, one in which inevitable trade-offs and difficult choices are confronted and resolved. Furthermore, difficulties are found with the concept of systemic reform itself and that these problems could ultimately lead to failure. Contains 12 references. (LZ)

ED 380 303 SE 055 991

Bernhardt, Elizabeth; And Others
Assessing Science Knowledge in an English/Spanish Bilingual Elementary School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

policy interests was education, specifically the construction of moral values. Durkheim proposed a secular approach to morality and moral education. Moral education for Durkheim consisted of the formation of three elements: (1) discipline, to be built upon a child's natural enjoyment of order; (2) autonomy, or self-determination, that assumes that morality will be followed freely if the child knows the reason behind the rule; and (3) attachment, based on the predisposition that makes a devotion to collectively shared goals possible, the child's faculty of empathy. Durkheim's approach to moral education is based on real life in three respects: (1) each aspect is based on the scientific knowledge of the child's innate predispositions rather than religious appeals; (2) the aspects take note of the real social environment that surrounds the child; and (3) the child spurns indoctrination and opts for a more realistic approach that considers the real thought processes of a growing organism. Because students come from a variety of backgrounds, there are many ways to approach the teaching of morality and many moralities. Durkheim saw science as the way to deal with the challenge of diversity. Identifying moral facts became the key to Durkheim's scientific enterprise. Once these facts were identified, a general law of ethics could be determined, and a science of ethics would be at hand. (DK)

ED 380 323   SO 024 198

Woody, Robert Henley, III; Woody, Robert Henley, II
Music Copyright Law in Education. Fastback 368.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Copyrights; Elementary Secondary Education; Federal Legislation; Higher Education; Instructional Materials; *Music; Music Education

This booklet focuses on how copyright law applies to music in education, but the information is not restricted to the music specialist. Instrumental and vocal music specialists must rely on copyrighted material. Without sheet music, an ensemble could not rehearse or perform. But classroom teachers also use music when they sing songs with or play recordings for students. In all likelihood, music used in the classroom will be copyrighted. Beyond avoiding the financial penalties that can be imposed by copyright litigation, the nature of education calls on all educators to promote positive values. In the event that a teacher openly violates copyright law by making unauthorized photocopies of sheet music, and the administration passively condones this action, the message to students is a lack of respect for the law by those who should be role models for legal and ethical behavior. Thus educators cannot sanction infringement of copyright. This booklet discusses the basic principles of copyright law, including jurisdiction, criteria for receiving copyright protection, derivative works, public domain and fair use, and penalties. Two sections of the Copyright Act provide limited exemptions for educators. The exemption for educational musical performances is described. Music copyright case law is briefly summarized. Guidelines to music copyright are: (1) permitted photocopying of music; (2) prohibited photocopying of music; (3) sound recordings; (4) musical performances; (5) arrangements of music; (6)

in the first section present emerging conceptual frameworks and the process of helping trainees to use these frameworks. Included are the following papers: "Head Start: The Emotional Foundations of School Readiness as Challenge, Lens and Language for Training" (Abbey Griffin); "Diagnostic Thinking about Mental Health and Developmental Disorders in Infancy and Early Childhood: A Core Skill for Infant/Family Professionals" (Robert J. Harmon); and "Mediated Learning, Developmental Level, and Individual Differences: Guides for Observation and Intervention" (Pnina S. Klein and Serena Wieder). The essays in the second section focus on the centrality of relationships to early development and the need for constant interweaving of content and process in training. Included are: "On Supervision" (Jeree H. Pawl); "Teaching Family-Centered Skills through the Case Method of Instruction" (P. J. McWilliam); and "Parallel Processes" (Karen C. Mikus et al.). The third section addresses directly the role of the trainer in the following papers: "Reflecting on the Art of Teaching" (G. Gordon Williamson); "Using Relationship To Teach Relationship: The Risky Business of Role Playing" (Rebecca Shahmoon Shanok et al.); "New Roles for Parents" (Evelyn Hausselin); and "Learning Together: A Parent's Perspective" (Pat Hughson). The final section presents an annotated listing of 15 curricula for infant/family training and 52 videotapes for training. (Most papers contain references.) (DB)

ED 379 883 EC 303 757

Ponessa, Joan M.; And Others
Special Education--The Role of State Aid. Government Fiscal Issues: A Special Report.
PUB DATE- Oct 94
NOTE- 11p.; For the larger report, see EC 303 688.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classification; Costs; Delivery Systems; *Disabilities; Disability Identification; *Educational Finance; Educational History; Elementary Secondary Education; Eligibility; *Program Costs; *Special Education; *State Aid; State Legislation; State Programs; State Standards; *Student Placement; Trend Analysis
IDENTIFIERS- *New Jersey

This special report summarizes a larger report titled "Linkages in the Delivery and Financing of Special Education Services in New Jersey" by Henry A. Coleman et al. It describes a project which analyzed the linkage between the structure of state aid for special education and the identification, classification, and placement of students for the delivery of services. Individual sections address: the history of special education in New Jersey, the New Jersey Quality Education Act of 1990, the identification of students eligible for special educational services, classification and placement steps, cost factors, cost of a special education placement versus state reimbursement, other factors affecting special education placement, major deficiencies of the special education state aid system, and data collection limitations. Recommendations urge modifications to the state aid system to promote placement of students in the least restrictive environment and equalization of both service delivery and cost burdens to school districts. Eight tables provide detailed trend data on: enrollment in long-term education programs; special education additional cost factors; use of own-district self contained

Piirto, Jane
Talented Children and Adults: Their Development and Education.
PUB DATE- 94
NOTE- 648p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ability Identification; Academically Gifted; Adult Development; Adult Education; At Risk Persons; Counseling; Creativity; Curriculum Development; *Educational Methods; Elementary Secondary Education; *Gifted; Guidance; Individual Characteristics; Individual Development; Intelligence; Intervention; Program Development; Student Characteristics; *Student Development; *Talent; *Talent Development; *Talent Identification

This textbook focuses on the development and education of talented children and adults. Part 1 considers who the gifted and talented are, in terms of personality aspects, intellectual competence, and specific talent in a domain. It presents a pyramidal framework of talent based on looking at adult talent and its precursors in childhood behavior. Chapters in Part 1 are: "Who Are the Talented? Giftedness, Talent, Genius, and Intelligence"; "Getting Started: Developing a Program for Talented Youth"; "Identifying the Academically Talented: Superior Cognitive Talent and Specific Academic Talent"; "Creativity and Talent"; and "Identifying Creativity and Talent Behaviors." Part 2 considers the paths of talent development, from birth to adult in three chapters. Part 3 considers what one does with talented children, in curriculum and counseling. Part 3 chapters are: "Precepts for Curriculum for the Academically Talented," "Curriculum Practices: In and Out of the Classroom," "Guidance and Counseling Needs of the Talented," and "At-Risk Talented Children." The text emphasizes guidance aspects of dealing with talented children more than therapeutic approaches. Each chapter begins with focusing questions. Several case examples are offered of talented individuals, programs serving the gifted, and techniques for teaching gifted and talented individuals. Appendices contain a gifted/talented data gathering questionnaire and the text of the Elementary and Secondary Education Act. (Contains approximately 850 references.) (JDD)

ED 379 902 EC 303 777

Oelwein, Patricia Logan
Teaching Reading to Children with Down Syndrome: A Guide for Parents and Teachers. Topics in Down Syndrome.
PUB DATE- 95
NOTE- 371p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Decoding (Reading); Developmental Delays; *Downs Syndrome; Early Childhood Education; Elementary Education; Individualized Instruction; *Language Experience Approach; Mental Retardation; Parents as Teachers; Phonics; *Reading Instruction; Reading Skills; Teaching Methods; Visual Learning

This book is designed to give parents and teachers of children areas to maintain Irish as the language of the home. A full statistical digest is included of the available data pertaining to the scheme over the 11-year period 1973/74-1983/84 and assembles a comparable set of statistics relating to school pupil populations over the same years. Chapters 1 and 2 contain a detailed description of the operation of the scheme and bring into focus some important questions relating to the quality and consistency of the data, the very restricted information released about the scheme, and the limited range of other data to which they can be reliably related. Appendix A contains the digest of statistics. Using this combined data base, a cartographic and statistical analysis was undertaken of the patterns and trends revealed by the data at Gaeltacht, county and local levels. Chapter 3, using this data, presents a generalized picture of home bilingualism in the Gaeltacht during the period covered. Because of the limited scope of the data, no firm conclusions can be drawn from the analysis. (Contains 13 references.) (CK)

ED 379 921 FL 022 763

O Tuathaigh, M. A. G.
The Development of the Gaeltacht as a Bilingual Entity. Occasional Paper 8.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingualism; Demography; Diachronic Linguistics; Economic Factors; Foreign Countries; *Irish; Language Planning; *Migration Patterns; Official Languages; *Population Distribution; Population Trends; Residential Patterns; Uncommonly Taught Languages
IDENTIFIERS- *Ireland (Dublin); *Irish Speaking

This paper presents a historical commentary on some of the literature on the language predicament--and especially the kind of bilingual community--found in the Irish Gaeltacht. The Gaeltacht communities in Ireland constitute a residual minority of what was, until recent times, the major linguistic group on the island. Conquest and colonization during the 16th and 17th centuries defeated the entire Gaelic order. The key determinant of identity became the question of religious loyalty. The leaders of the Catholic community, whether of Gaelic or Anglo-Norman stock, accepted that Irish was the language of the dispossessed and worked to ensure that their religion would not preclude their civil rights. In 1922, Irish was declared the official language of the new Free State. In 1925, a Commission established to inquire into the condition of the Gaeltacht, condemned the anglicization of official forms and identified four groups responsible for linguistic development in the Gaeltacht: the Catholic clergy, the professions, the press, and the directors of industrial and commercial establishments. The Commission proposed planned migration of 'homogeneous communities' to land that could support a community. However, real Gaeltacht communities declined due to emigration to industrial centers abroad. (Contains 24 references.) (CK)

ED 379 922 FL 022 764

August, Diane, Comp.; And Others
For All Students: Limited English Proficient Students and Goals 2000. Occasional Papers in Bilingual Education FOCUS No. 10.

developments within translation for the mass media and the impact of machine translation. Papers are: "Interpreting at the European Commission"; "Language Status and Translation Studies: A Nigerian Perspective"; "Translation: A Symbiosis of Cultures"; "Translating African Literature from French into English"; " Supra-Lingual Aspects of Literary Translation"; "Cross-Cultural Awareness: Focusing on Otherness"; "Translation as a Process of Linguistic and Cultural Adaptation"; "Translation as a Means for Better Understanding Between Cultures"; "Advertisements in Translation Training"; "Karl Popper in the Translation Class"; "Theory and Professional development: Or Admonishing Translators To Be Good"; "The Process-Oriented Approach in Translation Training"; "Comprehension in the Translation Process: An Analysis of Think-Aloud Protocols"; "Systematic Feedback in Teaching Translation"; "Student-Centered Corrections of Translations"; "Starting from the (Other) End: Integrating Translation and Text Production"; "Translation Assessment: A Case for a Spectral Model"; "Translation and the Two Models of Interpretation"; "Interpreting Studies and the History of the Profession"; "Teaching and Learning Styles"; "Experiments in the Application of Discourse Studies to Interpreter Training"; "On Teaching Note-Taking in Consecutive Interpreting"; "Whose Line Is It Anyway? or Teaching Improvisation in Interpreting"; "Training for Refugee Mental Health Interpreters"; "Intervention as a Pedagogical Problem in Community Interpreting"; "Analyzing Interpreters' Performance: Methods and Problems"; "Quality Assurance in Simultaneous Interpreting"; "Relevance as a Factor in Subtitling Reductions"; "Transcultural Language Transfer: Subtitling from a Minority Language"; "Subtitling: People Translating People"; "Audio-Visual Communication: Typological Detour"; "Teaching Linguists Translation"; "Technical Translation: Putting the Right Terms in the Right Context"; "Computer-Assisted Translation: The State of the Art"; and "Machine Translation Systems in a Translation Curriculum." (MSE)

ED 379 942 FL 022 810

Posthofen, Renate S.
Bridging the Gap: Teaching Culture in the Foreign Language Classroom.
PUB DATE- 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (28th, Atlanta, GA, November 18-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; Classroom Techniques; Communicative Competence (Languages); *Cross Cultural Training; *Cultural Education; Cultural Pluralism; Curriculum Development; Elementary Secondary Education; German; *Instructional Materials; *Media Selection; Second Language Instruction; *Second Languages

Because of the concern about declining German second language enrollments in the United States, there is a need for enhanced cultural education in the second language curriculum. Current global circumstances, including an increasingly multicultural society and widespread need for intercultural communicative competence, not just grammatical competence, suggest that the curriculum should include aspects of popular culture and de-emphasize "high" culture, an elitist and incomplete the program had children who displayed greater confidence and interest in reading with teachers at school. Participating parents learned reading techniques and vocabulary words from children's books and songs and became more familiar with community resources. Program difficulties included lack of parent time, due to heavy work schedules, and winter weather conditions hindering participation. Materials collected for use in the program will be distributed in a family literacy instructional booklet, and are being translated into Korean. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 961 FL 800 887

Biles, James J.; And Others
Hand in Hand. Skills Activities for Tutors and Students.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; Classroom Techniques; Curriculum Development; *Daily Living Skills; Employment Potential; *English (Second Language); Grammar; Health Education; Health Services; *Individualized Instruction; Instructional Materials; Interpersonal Communication; Job Skills; Limited English Speaking; Literacy Education; Newspapers; Oral History; Personal Narratives; Pronunciation Instruction; Second Language Instruction; *Student Centered Curriculum; Tutors; Volunteers

The guide is the second in a two-volume series designed to provide volunteer tutors of English as a Second Language (ESL) with skills and knowledge to individualize curricula and instruction. It is intended for the ongoing training of tutors of adults with limited literacy and English language skills. Each chapter presents a specific student-centered learning strategy or concept useful in conducting learner-centered instruction, developing or implementing curriculum, and/or assessing student needs. Chapter topics include: improving pronunciation skills; designing a survival skills unit concerning health care; the interrogative taught as a skill to assist beginning students in language use outside the classroom; using oral histories to promote literacy skills; using the newspaper with ESL students; and preparing the student for employment. A final report of the project is appended to the guide. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 962 FL 800 891

Udoh, Imelda Icheji Lawrence
Initial Reading Programme for the Ibibio Adult Learner: Some Practical Considerations.
PUB DATE- Nov 94
NOTE- 22p.; Paper presented at the Biennial Meeting of the Reading Association of Nigeria (6th, Akwa Ibom State, Nigeria, November 22-25, 1994). Broken print may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Community Colleges; *Degrees (Academic); Doctoral Degrees; *Educational Certificates; *Intellectual Disciplines; Masters Degrees; Postsecondary Education; Private Colleges; Public Colleges; Racial Differences; Sex Differences; State Colleges; State Surveys; State Universities; Tables (Data); Vocational Schools
IDENTIFIERS- *Colorado

This annual report provides information on certificates and degrees awarded by Colorado's publicly and privately supported higher education institutions from fiscal years 1988 through 1993. Data and comparative analysis are provided on degrees awarded by institution type, degree type (including information on degree type by gender and ethnicity), and field of study for public and non-public institutions. The bulk of the report consists of four appendixes which provide: (1) data on degrees awarded by institution; (2) detailed tables on degrees awarded by field and subfield of study; (3) an alphabetical list of degree program names and codes; and (4) tables of certificates and degrees awarded by vocational schools and private independent institutions. (MDM)

ED 379 981 HE 028 082

Fall Enrollment Report.
PUB DATE- Nov 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Enrollment; Full Time Equivalency; In State Students; Out of State Students; Postsecondary Education; *Private Colleges; Proprietary Schools; *State Colleges; State Surveys; State Universities; Tables (Data); Vocational Schools
IDENTIFIERS- *Colorado

This report provides opening fall headcount enrollment data for Colorado public postsecondary institutions, independent (private nonprofit) institutions, proprietary institutions, and the U.S. Air Force Academy from 1985 through 1994. The report also provides full-time equivalent (FTE) enrollment data for public institutions. The bulk of the report consists of 8 figures and 12 tables that provide information on: (1) fall headcount enrollment; (2) headcount enrollment distribution by institutional type; (3) FTE enrollment estimates versus actual enrollments; (4) in-state FTE enrollment; (5) out-of-state FTE enrollment; (6) total FTE enrollment; (7) total FTE enrollment by student level; and (8) special funded in-state FTE enrollment. Data highlights include: opening fall headcount enrollment at public institutions decreased 1.0 percent from fall 1993 to 1994, while fall headcount enrollment at each of the three Colorado independent institutions increased. (MDM)

ED 379 982 HE 028 083

Administrative Salary Summary Data.
PUB DATE- Nov 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

research prospectively, one project at a time, as publishers do, and require any professor whose research had not been funded to fill up the rest of his/her work schedule with teaching. All faculty would be assigned a nominal 12-course annual complement of teaching. Paid time for research would be "advanced" only for well presented and plausible projects and only to some aggregate upper limit that the university could afford. A periodic decision would be made about how much research the university could afford, and the university would decide who should get a slice and how big it should be. The intent would be to ration professors' time in a way that would most effectively preserve the university as a community devoted to learning as well as to teaching. (JDD)

ED 380 002 HE 028 117

Breneman, David W.
A State of Emergency? Higher Education in California. Report 95-2.
PUB DATE- Feb 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blue Ribbon Commissions; *Change Strategies; Cost Effectiveness; Educational Change; Educational Needs; Educational Opportunities; *Educational Policy; *Financial Exigency; *Higher Education; *Institutional Survival; Planning Commissions; Political Issues; Privatization; Social Influences; *Statewide Planning; Undergraduate Study
IDENTIFIERS- *California

This report presents a course of action that California and its higher education campuses could pursue in response to economic conditions that have undercut the quality and equality of the system. California's higher education system is described as being in a state of emergency due to unique features: the staggering increase in its college-age population in the next decade, recent budgetary and enrollment history, state budgetary prospects, and leadership response. Three policy approaches are presented, along with assessments of the social costs and benefits and the political feasibility of each. These include: (1) continuation of incremental decision-making and resource allocation, unguided by any long-run strategic plan; (2) phased-in privatization, with resulting budgetary savings earmarked as financial aid for low-income students; and (3) declaration of a state of emergency and appointment of a blue ribbon commission which will work to open as many spaces as possible for California undergraduates while maintaining necessary strength and capacity for research and graduate/professional education. Twelve actions are offered to increase undergraduate educational opportunities for California residents, such as the following: exclude all out-of-state undergraduates from public colleges; suspend new admissions to master's degree programs in arts and science; and allow California students to use state aid out of state. (Contains 14 references.) (JDD)

ED 380 003 HE 028 118

Thurgood, Delores H.; Clarke, Julie E.
Doctorate Recipients from United States Universities. Summary Report 1993.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 95

reporting (completing surveys and questionnaires and gathering in-depth information for accrediting agencies); (4) management support (supporting planning and decision making on a scheduled and an ad hoc basis); (5) policy analysis (studying projections of faculty retirement and family income trends); and (6) information technology systems (developing information systems to facilitate completion of projects in the other function areas). Evaluation has been ongoing, with results informing the next step of development. Future activities include selecting a research topic for annual in-depth study, organizing data support for annual reports, and cataloging institutional research resources. The office's needs include staffing for information technology support, clerical support, and computer support, and staff development. (JDD)

ED 380 022 HE 028 137

Hoeft, Thea M.
The Utilization of an Undergraduate Academic Advisement Record Form in the Evaluation of Faculty Advisement.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Conference on Current Collegiate Faculty Evaluation Practices and Procedures of the Center for Educational Development and Assessment (San Juan, PR, November 7-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Academic Persistence; Data Collection; Evaluation Methods; *Faculty Advisers; Faculty Development; *Faculty Evaluation; Faculty Workload; Higher Education; School Holding Power; *Student Records; *Undergraduate Study
IDENTIFIERS- Advisers; Advisor Role; Advisory Systems; *University of Arkansas Little Rock

Academic advisement has been found to be inextricably intertwined with student retention, and is acknowledged by faculty instructional load policy at the University of Arkansas at Little Rock (UALR) as an important part of faculty workload. At UALR, undergraduate advising is a mandatory process, with responsibility shared between faculty and professional academic advisors. Faculty development in the academic advising process is systematically provided, and includes a shadowing sequence in which the faculty member reviews a student's entire academic record and observes a professional staff academic advisor during an actual advising session. UALR has developed an undergraduate advisement record form for undergraduate advisement record-keeping and for evaluating faculty advising performance. The form is used by the University College and by the College of Business. The form offers a visual reminder of what is expected to be covered in an advisement session. As an evaluation tool, the form provides invaluable formative and summative information for many functions, for example, peer review and feedback, promotion and tenure portfolios, and error resolution. Samples of the form are appended. (Contains 15 references.) (JB)

ED 380 023 HE 028 138

Haro, Roberto P.; And Others
Latino Persistence in Higher Education: A 1994 Survey of University of California and California State University Chicano/Latino Students.

Over the 29-year period from 1966 to 1994, the number of faculty strikes recorded by the National Center for the Study of Collective Bargaining in Higher Education and the Professions totaled 163. They transpired in 96 two-year and 67 four-year institutions. The vast majority involved faculty members employed at public sector colleges and universities. The highest number of faculty strikes occurred in the 1970s; for the first 5 years of the 1990s, faculty strike activity has been the lowest recorded. The strikes took place in only 15 states, with Michigan, Illinois, New York, Pennsylvania, and New Jersey being the top 5 states for faculty work stoppages. Fifteen colleges and universities experienced more than two faculty strikes. Local unions affiliated with the American Federation of Teachers participated in almost one-half of all the strikes, with the American Association of University Professors involved in one-quarter and local unions affiliated with the National Education Association involved in almost 20 percent. A table lists the strikes in chronological order, giving the name of the college or university and its state, the collective bargaining agent involved, status as a two-year or four-year college, and strike duration. (JDD)

ED 380 042 HE 028 196

Higher Education Opportunity Program Annual Report, 1992-93. HEOP Works.
PUB DATE- 1 Dec 93
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; College Students; Counseling; Developmental Programs; *Economically Disadvantaged; Educational Attainment; *Educationally Disadvantaged; Educational Opportunities; Higher Education; Minority Groups; *Private Colleges; Program Effectiveness; Remedial Programs; State Programs; Student Characteristics; *Student Personnel Services; Tutorial Programs
IDENTIFIERS- *Higher Education Opportunity Program; *New York

This annual report describes the Higher Education Opportunity Programs (HEOP), which serve educationally and economically disadvantaged students at independent colleges and universities in New York State. Seventy-eight programs at 61 independent colleges and universities received $19,863,000 in state aid in 1992-93 for a full-time equivalent enrollment of 6,474 HEOP students. Almost 39 percent of the HEOP student population were Black and 32.7 percent were Spanish-surnamed. Colleges provided structured supportive services, including a prefreshman summer program; remedial, developmental, and supportive courses; tutoring; and counseling. Of first-time freshmen attending the prefreshman summer program, 95.2 percent returned in the fall and 88.3 percent continued in the spring. HEOP students performed well academically, completing 85.9 percent of credits attempted. Over 60 percent of the 1988-89 entering freshmen had graduated or were in position to graduate by spring 1993. The report describes program administration, eligibility, student profiles, campus programs, student achievement, and program financing. Thirty tables and nine figures present program statistical data. Appendices provide further data on demographic characteristics, per student expenditures, and financial aid. (JDD)

ED 380 043 HE 028 197

how multimedia is being implemented through the Multimedia Design Center (MDC) at California State Polytechnic University at Pomona (Cal Poly). The overview of multimedia presentations looks at the advantages of media for learning effectiveness, retention rate, interest and motivation, speaker image and confidence level, information, and preparation; the various levels of multimedia presentations such as static, animated, and interactive; hardware and software requirements; and the explosive growth of the multimedia marketplace and profiles of primary types of media and its users. The examination of the MDC provides a discussion on the return to centralization for sharing expensive equipment; the development of the MDC and its sister labs, the Multimedia Learning Lab and the Syntonic Lab; financing and staffing issues; and multimedia courses offered at Cal Poly. Nine illustrations emphasize the text. (DGM)

ED 380 061 IR 016 982

Lenze, James S.
Applying Principles of Visual Literacy to the Design of Distance Education Materials for Correctional Use.
PUB DATE- 95
NOTE- 8p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977. Figures contain small broken print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Correctional Education; *Courseware; *Distance Education; Educational Strategies; Formative Evaluation; *Instructional Design; Instructional Effectiveness; Problems; Program Development; Screen Design (Computers); Secondary Education; *Telecourses; Visual Learning; *Visual Literacy; Workbooks
IDENTIFIERS- Concept Mapping; Generative Processes; Pennsylvania

This paper examines the conceptualization and design of the Pennsylvania Audiographics Distance Education Project's (PADEP) Life Skills and Drug Education Course, and discusses the successes and difficulties of the project based on results from formative evaluation. Educators from Harrisburg, Pennsylvania, developed new courses that could be delivered to youth in correctional schools using teleteaching technologies. It was determined that the instructional design would be based on relevant literature in the field of visual literacy. Concept mapping and generative learning, a visual instructional strategy, were selected for instructional design. The screen design of the slides and layout of the workbook were also created with visual literacy in mind. Evaluation of the program indicated that the lessons were effective, learners adopted the instructional techniques, and appreciated the extra structure and the ability to interact with a computer. Some of the problems included: the software was antiquated, and the correctional school teacher who was working on the development of the course and workbook resigned. (Contains 25 references.) (DGM)

ED 380 062 IR 016 983

Messaris, Paul
Visual Literacy and Visual Culture.
PUB DATE- 95
NOTE- 7p.; In: Imagery and Visual Literacy: Selected Readings

016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Cultural Influences; Cultural Literacy; *Data Interpretation; Foreign Countries; Graphic Arts; *Imagery; *International Communication; Symbolic Language; Visual Aids; Visual Literacy
IDENTIFIERS- Japan; Sweden; *Symbolic Representation; Tanzania; United States

The purpose of this study was to measure how well business and professional people from various cultures interpret symbols commonly used in international business presentations. Questionnaires contained 15 black and white symbols, selected from the clip art collection of Harvard Graphics business graphics software. Respondents from the United States, Sweden, Tanzania, and Japan were asked to write free-form responses classifying the symbols. The symbols were divided into three categories--verbal symbols, pictorial symbols, and abstract symbols--each of which is defined. Symbols in the verbal category were either clearly understood or not understood at all by the subjects, with little middle ground. Results concerning pictorial symbols clearly show the following rank order of understanding based on country, with highest rate of understanding first: United States, Sweden, Tanzania, and Japan. This rank order is probably due to the fact that most symbols used in the study were designed for a predominantly U.S. audience. Abstract symbols were the most difficult for all audiences to comprehend, indicating that abstract symbols are culturally dependent. The results offer some guidance to visual designers. It is recommended that when using symbols in presentations, symbols should be used which are designed for the culture, and the use of symbols should be restricted to verbal and pictorial symbols. Data is presented in eight figures. An appendix provides data recorded by symbol and country, shown as percentages. (MAS)

ED 380 080 IR 017 001

Ipek, Ismail
Considerations for CBI Screen Design with Respect to Text Density Levels in Content Learning from an Integrated Perspective.
PUB DATE- 95
NOTE- 13p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; Computer Graphics; Graphic Arts; Human Factors Engineering; *Integrated Learning Systems; Reading Skills; *Text Structure; Visual Learning; *Visual Perception
IDENTIFIERS- Chunking; Content Structure; *Text Density (Computer Display)

This paper examines variations of text density levels for learning in a computer-based instruction (CBI) tutorial from an integrated perspective, and addresses the following questions: (1) What is the text density? (2) What are the relationships among text density approaches? and (3) What are the

DESCRIPTORS- Art; Computer Assisted Design; Computer Graphics; *Graphic Arts; *Imagery; *Photography; Reprography; *Visual Arts
IDENTIFIERS- *Digital Imagery; *Paradigm Shifts

With the introduction of photography and photomechanical printing processes in the 19th century, the first age of machine pictures and reproductions emerged. The 20th century introduced computer image processing systems, creating a digital imaging revolution. Rather than concentrating on the adversarial aspects of the computer's influence on photography, the electronic revolution can be viewed as offering alternatives that were not previously available. The discussion of photography and electronic imaging addresses the following issues: repercussions for current media; deconstruction and alteration of images; transformation and the erasure of the distinction between the actual and represented world; differentiation between computer-processed images and photographs, and the possibility of hybridization between traditional and technological technologies; the challenge that the further diminishment of differentiation between unique originals and multiples means for the traditional control of replication, distribution, and concepts of value; and velocity of image capture and increased availability to the public. Digital imaging offers potential for new constructs, will permanently transform visual arts and extend our notion of art, and necessitates new ways of perceiving, knowing, and judging art. The digital revolution offers empowerment and opportunity, as well as new problems such as ethics and copyright. (MAS)

ED 380 099 IR 017 020

Fredette, Barbara W.
What Is the Relationship between Artistic Performance and Visual Proficiency?
PUB DATE- 95
NOTE- 9p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Elementary Secondary Education; Graphic Arts; Pilot Projects; *Spatial Ability; *Student Evaluation; Talent; *Test Construction; *Visual Arts; Visual Learning; *Visual Literacy
IDENTIFIERS- *Visual Aptitude; Visual Tests; Visual Thinking

The purpose of this in-progress study is to try to find commonalities between visual proficiency and artistic performance. In order to assess visual proficiency, a test of spatial ability is being developed and pilot tested. Student performance on the test will be recorded and examined in relation to two traditional measures of student art performance: teacher assessment of ability (anecdotal and report card) and through administration of Clark's Drawing Abilities Test. This assessment tool is related to two arenas of professional interest. The first is the examination of the active operations of visual thinking by a variety of examples from psychological tests. The second is the difficulty in the identification of visually gifted children by classroom teachers without art training. The development and pilot testing of the new assessment tool, the tasks of which are revisions of Seymour's "Visual Thinking" activities, is outlined; and 13 visual abilities assessed through the test

IDENTIFIERS- *Digitizing; Information Superhighway; Machine Vision; National Information Infrastructure

A National Initiative has been formed to address the urgent need for the humanities and arts to gain a voice in the planning and development of the National Information Infrastructure (NII). This report makes a case for the importance of connecting all people with electronic access to the nation's cultural heritage, and relates the special challenges and opportunities associated with digitizing humanities and arts information to the administration's "Agenda for Action for the National Information Infrastructure." The initiative profile includes a discussion of: public benefits of the humanities and arts in the information age; necessary components of a humanities and arts information infrastructure; community response to the profile report; and next steps. The report also summarizes the findings of the National Initiative's two working groups on technical requirements and electronic resources. It is contended that the technological research and investment required to bring the complex resources of the humanities and arts into digital form and to make them accessible would contribute profoundly to the most difficult technological challenges of our age: machine understanding, machine vision, and natural language processing. Five appendices include: "Important Computer-Based Projects in the Humanities and Arts"; "Sponsors of the National Initiative"; "Working Group on Technical Requirements"; "Working Group on Electronic Resources"; and "Advisory Meeting Participants (July 14, 1994)." (MAS)

ED 380 117 IR 055 417

Henderson, William Abbot, Ed.
Houston Cole Library Policy Manual.
PUB DATE- 95
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; Archives; Audiovisual Aids; Cataloging; Copyrights; Exhibits; Government Publications; Interlibrary Loans; Library Acquisition; Library Circulation; Library Guides; Library Instruction; *Library Policy; *Library Services; *Library Standards; Online Searching; Reference Services; Users (Information)
IDENTIFIERS- *Jacksonville State University AL

This policy manual of Jacksonville State University's Houston Cole Library serves as a statement of the library's mission, goals, and objectives; an interpretive guide for library faculty, staff, and students; and informational document for library patrons concerning the library's programs and policies. The contents include the following: "Library Mission Statement"; "Library Bill of Rights"; "Code of Ethics"; "Guiding Principles"; "Library Goals and Objectives"; "Circulation Policy"; "Reserve Policy"; "Interlibrary Loan Policy"; "Online Database Searching Policy"; "Acquisitions Policy"; "Serials Policy"; "Conference Center Policy"; "Government Documents Policy"; "Library Display and Exhibit Policy"; "Security Policy"; "Library Student Assistant Policy"; "Alabama Gallery Policy"; "Reference Policy"; "Cataloging Policy"; "Preservation Policy"; "Audio-Visual Policy"; "Handicapped Policy"; "Music Listening Room Policy"; and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Accreditation (Institutions); Cataloging; College Students; *Computer Networks; Computer System Design; Higher Education; *Information Networks; *Information Technology; Intercultural Communication; International Communication; Library Instruction; *Library Services; Marketing; *Reference Services
IDENTIFIERS- *Internet; National Information Infrastructure; User Characteristics; World Wide Web

Abstracts of 14 papers presented at the conference are provided here. Titles are: "Electronic Information Terraforming: Designing and Implementing a Front-end System Using World-Wide Web Technology" (Abbie Basile; And Others); "Characteristics of Generation X and Implications for Reference and Instructional Services" (Catherine A. Lee); "Shipwrecked on the Information Ocean" (Thomas W. Leonhardt); "The Contemporary Accreditation Process: Helping or Hindering Academic Libraries and Disciplines in the New Information Environment" (Edward Garten); "Sailing Without the Crew?" (Edward T. Gillen); "Introducing Information Technology to Faculty--The Kenyon College Experience" (Jennifer L. Ross); "Libraries and Marketing DO Mix" (Louisa Straziuso); "How Knowledge Works: Interfacing Information and the Infamous Scholar's Workstation" (Thom Gillespie); "Creating Effective Internet Training in a University Library" (George Lupone); "Intercultural and International Communication in the 1990s" (R. Errol Lam; And Others); "Outsourcing Cataloging at Wright State University" (Karen Wilhoit); "Reference Service Without a Reference Desk" (Jayne Zetts; And Others); "What Goes Around Comes Around--Again" (Phyllis O'Connor; And Others); "The NII: America's Gold Rush of the 21st Century?" (Connie Salyers Stoner). (MAS)

ED 380 135 IR 055 439

Michelson, Avra; Rothenberg, Jeff
Scholarly Communication and Information Technology: Exploring the Impact of Changes in the Research Process on Archives. Rand Reprints.
PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Access to Information; *Archives; Artificial Intelligence; Change; *Communication (Thought Transfer); Curriculum Development; Electronic Publishing; *Futures (of Society); Human Resources; Hypermedia; Information Dissemination; Information Policy; *Information Technology; Professional Development; *Research Methodology; Strategic Planning; *Trend Analysis; Users (Information)
IDENTIFIERS- Connectivity; End User Statistical Computing; Virtual Reality

The report considers the interaction of trends in information technology and trends in research practices and the policy implications for archives. The information is divided into 4 sections. The first section, an "Overview of Information Technology Trends," discusses end-user computing, which includes ubiquitous computing, end-user interfaces, and "online transition." Connectivity is examined in terms of access to computational and human resources; the trend toward interchange standards; and distributed versus centralized control. The following technology trends affecting scholarly communication transcripts were sent to these institutions, while 346 students were confirmed as having transferred. For 1991-92, 2,181 transcripts were sent and 423 students were confirmed as having transferred. For 1991, the transfer rate was calculated at 30.6% based on the number of students indicating intent to transfer, earning at least 12 credits in total unduplicated credit enrollment, and transferring successfully. Responses to surveys from 51% of the 1990-92 transfers revealed the following: (1) 97.2% of the 1991 and 98.3% of the 1992 transfers were satisfied or very satisfied with their academic preparation for transfer; (2) 78.7% of the 1991 and 67.1% of the 1992 group were satisfied or very satisfied with the transfer advising they received; (3) in 1991, 59.8% had earned an Associate's Degree prior to transfer, while 50.6% had done so in 1992; (4) in 1991, 48.6% lost no credits in transfer, compared to 49% in 1992; and (5) 14.7% in 1991 and 15.9% in 1992 received financial assistance at their new institution based on scholastic achievement at FCC. (Contains 19 references.) (The survey instrument and data tables are included.) (KP)

ED 380 153 JC 950 139

Holton, James M.
Frederick Community College Transfer Tracking System and Successful Transfer Survey, Volume II, Fall 1992-Spring 1994.
PUB DATE- 94
NOTE- 48p.; For Volume I, see JC 950 138.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Academic Records; *Articulation (Education); *College Outcomes Assessment; *College Transfer Students; Community Colleges; Longitudinal Studies; Participant Satisfaction; *Program Effectiveness; *Student Attitudes; Two Year Colleges
IDENTIFIERS- *Frederick Community College MD; *Transfer Rates (College)

The Transfer Tracking System at Maryland's Frederick Community College (FCC) is designed to monitor the effectiveness of the college's transfer function by keeping track of student requests for transcripts to be sent to other institutions. Using this system, a study was undertaken at FCC to determine outcomes for the college's transfer function for 1992-94 by requesting confirmation of enrollment from receiving institutions and surveying students who transferred from the college regarding their experiences. From 1992-93, 2,065 transcripts were sent, while 441 students were confirmed as having successfully transferred. For 1993-94, 2,107 transcripts were sent and 465 students were confirmed as having transferred. For 1994, the transfer rate was calculated at 34.5% based on the number of students indicating intent to transfer, earning at least 12 credits in total unduplicated credit enrollment, and transferring successfully. Finally, averaged findings from annual surveys conducted from 1990-91 to 1993-94 included the following: (1) for all 4 years, the average age of the transfer students was 24.9 years old, 54.4% were female, and 94.2% were White; (2) 49.5% had earned an associate degree prior to transfer; (3) 96.6% were satisfied or very satisfied with their academic program, 82% expressed satisfaction with academic advising, and 73% expressed satisfaction with specific transfer advising at FCC; (4) 48.7% of the transfers reported losing no credits in transfer and 78%

for capital outlay. The final section offers recommendations for specific construction, remodeling, and renovation plans, as well as data on site acquisition, development, and improvement needs and costs, totaling $108,862,178. (MAB)

ED 380 170 JC 950 157

Meighan, John E.
Creative Partnership Structures: Innovative Ways To Link Colleges and Employers.
PUB DATE- Feb 95
NOTE- 30p.; Paper presented at "Workforce 2000," the Annual Conference on Workforce Training of the League for Innovation in the Community College (3rd, San Diego, CA, February 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Community Colleges; *Corporate Education; *Industrial Training; *Labor Force Development; Program Descriptions; *School Business Relationship; Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- Columbus State Community College OH; *Contract Training

To provide cost effective, quality training to businesses and industrial organizations in central Ohio, Columbus State Community College (CSCC) established the Business and Industry Training Division (BITD) in 1986. The Division has increased the sales of training programs and the number of credit and non-credit class sections, and in 1994, provided training programs to over 4,000 employees at almost 60 companies. Although the BITD works with small and large companies, the majority of its clients have over 100 employees. The Division owes it success to the following factors: (1) its management structure, including its existence as a separate division, the active involvement of the college president, support from academic departments, and a professional trained staff; (2) the BITD offers a wide-range of services, from standard to non-standard and credit and non-credit courses; (3) the ability to offer courses at a variety of training locations; (4) the use of personal contacts in developing markets; (5) assessment of corporate and organizational training needs; (6) individualized programs to fit company needs; (7) moderate pricing; and (8) the credibility that CSCC has in the community. Proposed organizational structure changes include a revision of the role of marketing representatives to focus completely on business development and client company contact; the creation of content specialists to focus on consultations, program design, and recruiting instructors; and the creation of new administrative positions to coordinate and execute entrepreneurial research and development. Organizational charts are included. Data on customized training efforts nationwide are appended. (KP)

ED 380 171 JC 950 158

Crimmel, Henry Hays, III
Walking the Line: Teaching Remedial Writing in a Correctional Facility.
PUB DATE- May 94
NOTE- 8p.; Paper presented at the Annual Conference of the Community College General Education Association (13th, Albany, NY, May 5-7, 1994).

Homeschooling Successful"; (4) "Effective Homeschoolers Share Their Wisdom"; and (5) "Some Encouraging Information for Parents and Educators." A concise description of the Moore Formula for home schooling is presented in an epilogue. (SW)

ED 380 188 PS 022 931

Reauthorization of the Elementary and Secondary Education Act of 1965. Hearing on Examination of Recommendations and Proposals by the Administration and Various Organizations on the Reauthorization of the Elementary and Secondary Education Act of 1965 before the Subcommittee on Education, Arts, and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred Third Congress, First Session (Montpelier, VT).
PUB DATE- 4 Jun 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Attitudes; Educational Improvement; *Educational Legislation; Elementary Secondary Education; *Federal Aid; *Federal Legislation; Hearings; Program Improvement
IDENTIFIERS- Congress 103rd; *Elementary Secondary Education Act; *Reauthorization Legislation; Vermont

These hearings transcripts present testimony concerning the reauthorization of the Elementary and Secondary Education (ESA) Act, which, since 1965, has provided the bulk of federal aid to elementary and secondary schools and related programs. Much of the testimony was from Vermont education officials, school administrators, teachers, consultants, and concerned citizens who voiced opinions about the efficacy of specific programs and activities funded by the ESA Act, particularly those items that they would like to see expanded or improved. Testimony was heard from: (1) United States Senator James M. Jeffords; (2) Vermont State Senators George B. Spaulding and Betty M. Ferraro; (3) state board of education officials; (4) state human services officials; (5) state school board officials; (6) state National Education Association officials; (7) officials of the Vermont Superintendents and Headmasters Associations; (8) officials of the Vermont Parent Teacher Association, Business Roundtable, Chamber of Commerce, and Council on Vocational-Technical Education; (9) school district superintendents and officials; (10) school principals, teachers, consultants, counselors, and librarians; (11) social service agencies; and (12) parents and concerned citizens. (MDM)

ED 380 189 PS 022 965

Middle Grades Education in an Era of Reform. Proceedings of a Seminar Series: Spring 1993.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Failure; Cooperative Planning; *Cooperative Programs; Disadvantaged Youth; *Educational Change; Educational History; *Educational Improvement; Intermediate Grades; Junior High Schools; *Middle Schools; *Professional Associations
IDENTIFIERS- Indiana (South Bend); Jackson Municipal Separate School District MS; *Middle School Students; Mississippi (Jackson); New Mexico; South Bend Community Schools IN

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Programs; Feminism; Foreign Countries; Health Programs; *Rural Women; Self Concept; *Self Employment; Self Help Programs; Sex Fairness; *Social Action; Socioeconomic Influences; *Womens Education
IDENTIFIERS- Bangladesh; *Consciousness Education; Exploitation; Income Generation; *Saptagram (Bangladesh)

This booklet describes the origin of Saptagram, a grassroots organization in Bangladesh and its development into a movement to empower deprived, landless women. The organization was founded in 1976 by a woman history professor, and one of its most original features is a gender-oriented syllabus. The booklet's introduction outlines the aims of the organization, which focuses on making poor rural women socioeconomically self-reliant. The subsequent chapters discuss different aspects of the movement, such as: (1) tackling gender disparities; (2) using the group approach to confront problems; (3) demystifying the lives of women; (4) involving women in economic activities; (5) adopting sericulture (silkworm production) as a comprehensive income-generating project; (6) focusing on preventive health care; (7) designing a female-oriented literacy program; (8) recruiting teachers; (9) including women at all levels of the organization; (10) recruiting suitable field staff; (11) encouraging self-sufficiency; and (12) securing sources of funding. The impact of the movement on women, and the challenges and perspectives for the organization's future are also discussed. In addition, four features are included that describe the basic economic indicators of Bangladesh, examples of social action taken by groups of women, a story used in the adult education course, and a day in the life of a Saptagram member. Contains a 14-item bibliography. (BAC)

ED 380 208 PS 023 037

Guttman, Cynthia; Kosonen, Kimmo
Within Reach: The Story of PROPEL, a Non-Formal Education Project for Rural Children in India. Education for All: Making it Work. Innovation Series, 3.
PUB DATE- 94
NOTE- 37p.; Photographs may not copy well. For other documents in this series, see ED 369 535 and PS 023 036-039.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; *Educational Development; Educational Innovation; *Elementary Education; Equal Education; Foreign Countries; Literacy Education; *Nonformal Education; *Rural Population; Rural Women; Sex Discrimination; Social Discrimination; Teacher Education; Womens Education
IDENTIFIERS- *Community Development Personnel; India; Local Facilitators; *PROPEL Project (India)

In 1979, the Indian Institute of Education launched the country's first comprehensive project in part-time, non-formal primary education. Now in its third phase, PROPEL (Promoting Primary and Elementary Education Project) is training the inhabitants of 137 villages to take responsibility for the quality of education in the non-formal stream. This booklet describes the PROPEL project, illustrating how a decentralized model of primary education can succeed. The introductory chapter

IDENTIFIERS- *Authentic Assessment; Developmentally Appropriate
Programs; Multiple Intelligences

This booklet focuses on understanding authentic learning and assessment practices and their effect on students and teachers at the middle level. After an examination of what is meant by authentic learning, five guidelines are suggested for use in selecting authentic content for middle level students. Specifically, authentic materials: (1) should reflect important themes and ideas; (2) should be consistent with curriculum goals; (3) should be rooted in real-world experiences and have application both inside and outside school; (4) should be sensitive to students' developmental progression; and (5) should allow students to engage in critical thinking. The guidelines are followed by a discussion of the value of authentic learning and its assessment. Examples of authentic assessment tools are given, and their use by teachers to base success on performance efforts that show continuous improvement over time is stressed. The booklet then answers the questions, "Who are our learners?" and "What are the roles of all of the partners to insure education for all?" The first question is answered by examining the demographics of students in terms of parental status, cultural diversity and socioeconomic level. The second question is answered by defining the new partnership roles of students, educators, parents and all community members. The importance of educators' engaging in thoughtful reflection and inquiry on questions about learning and teaching is highlighted. The paper concludes with the expressed need to focus assessment on improvement and effort, and not merely on the ability to succeed or fail. Contains an 18-item list of M.A.M.S.E. resources. (BAC)

ED 380 227 PS 023 077

Galinsky, Ellen; And Others
Employers, Families, and Education: Promoting Family Involvement
in Learning. Building Community Partnerships for Learning.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 95
NOTE- 41p.; Commissioned for the Family Involvement Partnership
for Learning.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Community Cooperation; Early Childhood Education;
Employed Parents; Employer Employee Relationship; Employer
Supported Day Care; Family Involvement; Family Programs;
*Family School Relationship; *Parent Participation; Parent
Student Relationship; Partnerships in Education; Program
Descriptions; Program Improvement; School Age Day Care; *School
Business Relationship; *School Community Relationship; School
Policy
IDENTIFIERS- Family Involvement Partnership for Learning

Intended to highlight the importance of including families and members of the broader community in children's learning, this report discusses the role of businesses and employers in helping partners and family members be more involved in children's learning. The introduction, "Making Family Involvement in Learning a Goal" notes the three major ways that employers are promoting home-school-workplace partnerships: (1) by promoting and instituting programs and policies that encourage employees to get involved in their children's education; (2) by developing and maintaining programs and policies to improve child care and schools in their

"Helping Parents Help Their Children: Early Language Stimulation in the Child's Home" (Ann-Katrin Svensson); (7) "A Microgenetic Study of Cognitive Reorganization during the Transition to Conventional Literacy" (George Kamberelis and Michelle Perry); (8) "Stimulating/Simulating Environments that Support Emergent Literacy" (David Lancy with Susan D. Talley); (9) "Too Little, Too Late: A Case Study of 'Running Start'" (David Lancy with Anne Burke Zupsic); (10) "Discriminating between the Disadvantaged: Adjusting to Family Differences" (Derek Toomey and Judith Sloane); (11) "Parents and Children Sharing Literacy" (Jeanne Paratore); (12) "The Even Start Initiative" (Ruth Wilson and Jackie Aldridge); (13) "It Takes a Whole Village to Raise a Child: Supplementing Instruction for 'At-Risk' Kindergarten Students" (Eileen Carr); (14) "Play Settings as Literacy Environments: Their Effects on Children's Literacy Behaviors" (Kathy Roskos and Susan Neuman); (15) "'Goin' to Grandma's House': Using Instructional Conversation to Promote Literacy and Reduce Resistance in Minority Children" (Lynne Hudson and others); (16) "Three Different Early Literacy Programs and Their Effect on Inner-City Kindergartners' Emerging Sense of Story" (Lynne Putnam); (17) "Reading Recovery: Teaching through Conversation" (Patricia Kelly and others); and (18) "Designing a Collaborative Model of Family Involvement in Literacy: Researchers, Teachers, and Parents Work Together" (Patricia Edwards and others). A bibliography with 476 items is included. (HTH)

ED 380 244 PS 023 219

Hadranyi, B. T.
Girls' Attitudes toward Breast Care and Breast Self-Examination.
PUB DATE- Mar 95
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; *Body Image; Cancer; Child Health; *Females; Individual Differences; Intermediate Grades; Junior High Schools; *Physical Development; Preadolescents; *Student Attitudes
IDENTIFIERS- Breast Cancer; *Breast Examination; Puberty

A study explored girls' emerging attitudes toward breast care and breast self-exam (BSE) and the extent to which girls had given thought to these issues. Analyses focused specifically on individual differences related to age, stage of breast development, perceived normalcy of breast development, and body image. The sample consisted of 43 white, middle-class girls in grades 5 through 9. All participants completed measures of pubertal development and body image and completed an attitude questionnaire. Results indicated that attitudes toward breast care and BSE were generally positive. Sixty-one percent of the participants indicated that they would allow a physician to examine their breasts, and 60 percent indicated intent to practice BSE as adults. Age was positively associated with knowledge of BSE, having thought about issues related to breast care, and general acceptance of breast care. Both actual stage of breast development and perceived normalcy of breast development were positively related to having thought about issues related to breast care. Affective feelings about the body were not related to either having thought about breast care or being accepting of care. Contains four references.

Identity or Self-Expression? Researchers Look beyond the Surface of 'Gang Clothing' and Appearance" (Janet Hethorn). Contains many photographs. (SV)

ED 380 261   RC 020 004

Jaramillo, James A.
The Socioeconomic, Educational, and Health Status of Chicanos in Arizona and throughout the United States.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Attendance; *Educational Attainment; Elementary Secondary Education; Health; Higher Education; *Hispanic Americans; Mexican Americans; *Population Growth; *Professional Occupations; *Socioeconomic Status; Spanish Speaking
IDENTIFIERS- *Arizona; *Chicanos; Occupational Status

In the nation and in Arizona, the Hispanic population is growing more rapidly than any other ethnic group. Similarly, the number and proportion of Hispanic children and youth are increasing, as are Hispanic students classified as limited English proficient. This paper presents an overview of information on the socioeconomic, educational, and health status of U.S. and Arizona Hispanics. Sections cover the following: (1) Spanish-speaking population, including Spanish-speaking students in schools and colleges; (2) income and occupational status, including child poverty, underrepresentation of Hispanics in professions and paraprofessions, and shortage of bilingual teachers; (3) educational attainment, dropout rates, college enrollment, and adult literacy; (4) college enrollment test scores; (5) college completion and graduate degrees; (6) crime and substance abuse; (7) health status, including prenatal care, obesity, and access to health care; and (8) recommendations for research related to health and health care. This report contains 28 references and 8 bar graphs illustrating Hispanic representation in professions and paraprofessions. (SV)

ED 380 262   RC 020 005

Fink, Mary, Ed.
Real Talk, 1994.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 94
NOTE- 30p.; Photographs may not reproduce adequately.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Planning; Careers; *Dropout Programs; Dropouts; Education Work Relationship; Emotional Abuse; Higher Education; *High School Equivalency Programs; Individual Development; Mexican Americans; *Migrant Education; Migrant Programs; *Migrant Youth; Nutrition; Postsecondary Education;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Coordination; *Educational Environment; Educational Improvement; Elementary Secondary Education; *Group Dynamics; *Group Structure; *Partnerships in Education; *School Community Relationship; Science Education

To encourage the involvement of the community in mathematics, science, and technology education, some states and localities have formed alliances. This book outlines four key components of alliance building: process, environment, structure, and outcomes; and describes how changes in one component affect the others. It is designed to serve as a framework for creating new alliances and for reflecting on the workings of existing alliances. Section I, "Perspectives: Setting the Stage," examines the need for educational alliances in a society that is changing, reviews rationales for alliance formation, and considers the benefits of an alliance. Section II, "Dynamics of Alliances," considers the environment, structure, process, and outcomes of an alliance and covers gauging the condition of an alliance's environment, statements that reflect barriers to a healthy environment, where to recruit members for an alliance, how vision is connected to structure, and qualities of alliance leaders. Section III, "Basic Principles of an Alliance," discusses organizational needs, and various processes that can be considered in alliance formation or ongoing review. Section IV, "Taking Action," refers the reader to background information on the steps of alliance building. Contains a 26-item bibliography. (LZ)

ED 380 282 SE 055 907

Masat, Francis E.
Teaching Discrete Mathematics with Graphing Calculators.
PUB DATE- Aug 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Calculators; Higher Education; *Mathematics Instruction; Secondary Education
IDENTIFIERS- *Discrete Mathematics; *Graphing Utilities

Graphing calculator use is often thought of in terms of pre-calculus or continuous topics in mathematics. This paper contains examples and activities that demonstrate useful, interesting, and easy ways to use a graphing calculator with discrete topics. Examples are given for each of the following topics: functions, mathematical induction and recursion, graph theory and matrices, and combinatorics and the Binomial Theorem. A list of discrete topics that do not require the programming of the graphing calculator includes also these topics: counting paths, equation solving, factorials, Fibonacci numbers, inequalities, iteration, sequences, and statistics. (MKR)

ED 380 283 SE 055 911

Pest Control in the School Environment: Adopting Integrated Pest Management.
PUB DATE- Aug 93
NOTE- 50p.
LANGUAGE- English

PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Bilingual Schools; Bilingual Students; *Content Area Reading; Elementary School Students; Evaluation Methods; *Knowledge Level; *Reading Achievement; *Reading Comprehension; *Science Education

Anecdotal evidence from teachers who teach in bilingual or second language settings indicates that there is a potential for loss of subject matter. This loss is particularly troubling within the context of science learning. This article reviews several projects aimed at developing an understanding of the implications of bilingual instruction in student outcomes and for student success. Twenty students were asked to read four different texts in Spanish: one narrative, and three expository texts which covered science concepts. Children were asked to read and recall the texts in the language in which they felt most comfortable. They were then interviewed in groups about reading in science. In addition, the children's English language California Achievement Test (CAT) scores in reading, vocabulary, and mathematics were collated. All reading scores in Spanish, the second language, significantly intercorrelated (ranging from .83 to a low of .78) and significant relationships existed between the CAT vocabulary measures (in English) and two of the reading scores and between the CAT reading scores in English and three of the Spanish reading passages. It is concluded that the children in the study indicate they are potentially proficient users and doers of science, that this using and doing is visible through literacy-related activities and materials, and is potentially masked by performance assessment. Contains 10 references. (LZ)

ED 380 304 SE 055 992

Celebrating the 200th Anniversary of the Emigration of Joseph Priestley. Abstracts and Program for the Biennial Conference on Chemical Education (13th, Lewisburg, PA, July 31-August 4, 1994).
PUB DATE- Jul 94
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Abstracts; *Chemistry; Computer Uses in Education; Educational Research; Elementary Secondary Education; Higher Education; Organic Chemistry; *Science Curriculum; *Science Instruction; Scientific Research; Teacher Education Programs; Teacher Workshops; Teaching Methods; Undergraduate Study; Writing Instruction
IDENTIFIERS- Environmental Chemistry

Included in this proceedings are: (1) letters to conferees; (2) conference chairpersons; (3) symposia listing; (4) chemical demonstrations, listing and abstracts; (5) "birds-of-a-feather" sessions, listing and abstracts (informal sessions providing an opportunities for people with similar interests to meet); (6) workshop listings; (7) symposia abstracts; (8) workshop abstracts; (9) authors index; (10) exhibitors; and (11) daily "at-a-glance" summaries. The majority of abstracts are represented by the following symposia topics: chemical research opportunities for secondary school faculty; overview of computer use in chemical education, high school and general chemistry; increasing the use of writing in chemistry courses; a single coherent picture of the chemical bond; technicians and technician education; what will "textbook" mean in the year 2000?; environmental chemistry and environmental science audiovisual materials; and (7) computers in music. Thirteen questions and their answers are included as an aid to teachers. Instructions for obtaining permission to use copyrighted music and a 25-item list of resources conclude the booklet. (DK)

ED 380 324 SO 024 199

India. National Studies. Asia-Pacific Programme of Education for All.
PUB DATE- 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Developing Nations; Educational Assessment; Educational Cooperation; Educational Planning; *Educational Policy; Educational Research; Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS- *Asia Pacific Programme of Education for All; *India; UNESCO

This study examines the work of the Asia-Pacific Programme of Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional, and national levels in India are examined with a view to achieving universal primary education (UPE); eradicating illiteracy; and providing continuing education in support of the above objectives. Chapters include: (1) "Progress of UPE: An Analysis"; (2) "Policy, Planning and Programming of UPE"; (3) "Achieving Education for All"; (4) "Policy and Planning--Eradication of Illiteracy"; and (5) "Diagnostic and Planning Model for APPEAL." Statistical data are presented, showing an overall increase in illiteracy over the last decade. About one-eighth of the illiterates of the age group 15 years and above are enrolled in adult education centers. About 60 percent of the illiterates are women. Suggested strategies are described to address the program goals for UPE including midday meals, free uniforms and textbooks, and the expansion of non-formal education in remote areas. The document concludes with an appendix and a 12-item bibliography. (EH)

ED 380 325 SO 024 200

Bangladesh. National Studies. Asia-Pacific Programme of Education for All.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Developing Nations; Educational Assessment; Educational Cooperation; Educational Planning; *Educational Policy; Educational Research; Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS- *Asia Pacific Programme of Education for All; *Bangladesh; UNESCO

This study examines the work of the Asia-Pacific Programme of Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional, and national levels in Bangladesh are examined with a view to achieving universal primary education; eradicating illiteracy;

classes versus resource rooms/centers; state totals for school district special education appropriations; and percentage of students in self-contained special education classes by gender and race/ethnicity for selected urban districts. (DB)

ED 379 884 EC 303 758

Storms, Jane, Comp.; And Others
Transition Services beyond Graduation: State Policies and Perspectives.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age; Compliance (Legal); Court Litigation; *Disabilities; Educational Legislation; Educational Practices; Eligibility; Federal Legislation; *Graduation Requirements; High School Graduates; *Legal Responsibility; National Surveys; Postsecondary Education; Secondary Education; *Special Education; *State Standards; *Transitional Programs; Trend Analysis; Young Adults
IDENTIFIERS- Individuals with Disabilities Education Act

This report provides information on state practices related to graduation requirements and continuation of transition services beyond graduation for students with disabilities and summarizes legal considerations. A paper on legal considerations concerning the graduation of special education students (by Jeanne M. Kincaid) analyzes relevant sections of the Individuals with Disabilities Education Act and judicial rulings. The report then provides a discussion of past and current trends surrounding this issue, a description of current state practices, and the complete texts of 22 state responses to a questionnaire. The questionnaire asked about standards for termination of services, graduation requirements, services beyond graduation, students' Individualized Education Program conferences, and future plans. Most of the document consists of a detailed analysis of questionnaire responses presented in both a textual summary and table format giving state-by-state information. Specific state responses are appended along with relevant correspondence. (DB)

ED 379 885 EC 303 759

Hughes, Eileen; Leinin, Jim
A Snapshot of the "Perfect" School.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Change; Education Work Relationship; Elementary Secondary Education; Inclusive Schools; Social Attitudes; *Student Attitudes; *Student Experience; Student Participation; *Teacher Effectiveness

This report examines the educational experiences of students with disabilities from the students' perspectives. It was prepared to encourage state education agency staff and those involved in school reform to hear the ideas of students and to expand ways in which students can be involved in planning for change.

with Down syndrome and other developmental delays an alternative reading program. The program is based on a functional, language-experience approach which attempts to compensate for common deficits in auditory memory and verbal skills. The seven chapters of Part 1 describe how children with Down syndrome learn and process information. Ways to maximize their learning experiences, capitalize on their strengths, and compensate for deficiencies are stressed. Case histories and anecdotes illustrate key ideas. Part 2 considers how to get a reading program started. Its four chapters review methods and learning activities for teaching sight words, introducing the alphabet, beginning phonics and word families, and writing and spelling. Part 3 offers more ideas to further develop the child's skills. These are organized into reading units which address: action words, household words, self-image, feelings, colors and animals, foods, and time (schedules and calendars). Appendices include a summary of reading approaches and programs; instructional materials such as models for printing, picture cards and flash cards, and game forms; and sample "books" based on phonetically related word families. (Contains 40 references.) (DB)

ED 379 903 EC 303 778

Sheridan, Margaret K.; And Others
Using the Supportive Play Model: Individualized Intervention in Early Childhood Practice.
PUB DATE- 95
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; Decision Making; *Disabilities; Early Childhood Education; *Early Intervention; Individualized Instruction; Infants; *Instructional Design; *Play; Play Therapy; *Teaching Models; Toddlers
IDENTIFIERS- *Supportive Play Model

This book presents the theory and application of the Supportive Play Model (SPM), an intervention approach that incorporates best practices of the therapeutic, educational, and mental health fields. The model provides a systematic process for observing and understanding the play and development of young children with special needs and a decision-making structure for planning personalized intervention. The approach is based on the premise that play is the child's genetically determined and inherent means of learning. Part 1 begins with a chapter explaining the philosophical and historical underpinnings of the SPM. It presents a descriptive and instructional overview of the SPM process and the charting process and discusses issues related to placement of children with special needs. Part 2 contains four case studies that illustrate the developmental challenges of children with special needs and the application of the SPM to ameliorate these problems. Cases include a child with a moderate hearing impairment, a child with spina bifida, a child with moderate pervasive developmental disorder, and a child whose development is compromised by multiple risk factors. All the children are mainstreamed in early childhood settings. A glossary defines key terms. (Individual chapters contain references.) (DB)

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; American Indian Education; *American Indians; *Change Agents; Community Role; Course Content; *Curriculum Design; Educational Innovation; Elementary Secondary Education; Equal Education; *Evaluation Criteria; Evaluation Methods; *Limited English Speaking; Measures (Individuals); Minority Groups; *Research and Development; Standards
IDENTIFIERS- Content Area Teaching; *Goals 2000

This paper presents recommendations designed to ensure that limited-English-proficient (LEP) children are included in proposals embodied in "Goals 2000." These are as follows: persons knowledgeable about the education of LEP students should be included in national, state and local panels; all educational reform activities should address the needs of LEP students; content standards should reflect the best knowledge about how LEP students learn and how the content can be taught most effectively to them, and should include foreign language standards to accommodate the native language of students; states should develop performance assessments appropriate for LEP students and should evaluate the extent to which schools implement core standards; states should also develop accountability systems that incorporate LEP students; research and development is needed on issues related to instruction, opportunity-to-learn, and assessment that are specific to LEP students; issues regarding participation of Native American governmental groups in the "Goals 2000" process should include the participation of tribes in the formulation and coordination of plans relating to their culture; and the Department of Education should meet with Native Americans regarding implementation of "Goals 2000." Two appendices provide specific recommendations, and a list of participants at two meetings on systemic reform and LEP students. (CK)

ED 379 923 FL 022 766

Schmied, Josef J.
English in Africa. An Introduction.
PUB DATE- 91
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- African History; *African Languages; African Literature; Case Studies; Colonialism; Diachronic Linguistics; *English; Foreign Countries; History; International Relations; *Language Attitudes; *Language Dominance; Language of Instruction; Language Research; *Language Variation; Public Policy; *Sociolinguistics
IDENTIFIERS- *Africa

This book presents an outline of the historical development of English in Africa. The book covers all the major aspects of English in separate chapters, but aims at demonstrating how closely these aspects are intertwined. The differences in the perspective. The presentation of such cultural information, a largely visual approach is appropriate, using photographs and video alongside audio materials. Further, use of advancing technology, particularly interactive media, to present audiovisual materials is necessary to link linguistic performance, communicative competence, and cultural awareness in the classroom. Guidelines for evaluation and selection of instructional materials are drawn from the literature of second language teaching. Extensive notes contain approximately 17 references. (MSE)

ED 379 943 FL 022 812

Kitao, Kenji
Starting CAI English Classes.
PUB DATE- Oct 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Software; Educational Trends; *English (Second Language); Foreign Countries; *Individualized Instruction; Program Development; Secondary Education; Second Language Instruction; Teacher Attitudes; Trend Analysis
IDENTIFIERS- *Japan

Rapid advancement in computer technology in recent years, including easy accessibility, expansion of computer networks, and diversity of applications, support the use of computer-assisted instruction (CAI) in second language education. All secondary schools in Japan now have computers and computer instruction. Misconceptions about computers and their capabilities persist, particularly among teachers. The proliferation of software makes many instructional applications feasible. In Japan, hardware is developing rapidly and becoming more affordable, but commercial educational software is expensive and not well developed, despite interest among educators. Computers can be used in English-as-a-Second-Language instruction in many ways: preparation of lessons, instructional materials, and tests; professional information and materials exchange; classroom management; multi-media presentation; and for individualized instruction. Their versatility, efficiency, and accuracy offer many advantages. Disadvantages include technical limitations, perennial need for new software, cost, and continual obsolescence. Parallel benefits and disadvantages are found in CAI. A significant advantage of CAI is its potential for individualization without additional teachers, and this use promotes active participation in learning. Teachers wishing to begin CAI are encouraged to consult with colleagues familiar with it and to research resources available through their own or nearby institutions. Contains lists of online TESL resources; organizations; useful e-mail addresses; funds for CAI; and a commercial database address. Also, contains 17 references. (MSE)

ED 379 944 FL 022 813

Bomhard, Allan R.
Indo-European and the Nostratic Hypothesis: History of Research, Current Trends, and Future Prospects.
PUB DATE- Mar 95
NOTE- 82p.

DESCRIPTORS- Adult Basic Education; *Adult Literacy; African Languages; Classroom Techniques; Contrastive Linguistics; *English (Second Language); Foreign Countries; Language Experience Approach; *Literacy Education; *Phonics; Phonology; *Pronunciation Instruction; Public Policy; *Reading Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Efik; Nigeria

The educational and linguistic rationales for designing an adult English-as-a-Second-Language literacy program based on phonics are discussed, with specific reference to an Ibibio adult literacy program in Nigeria. An introductory section gives an overview of Nigerian policy and practice concerning literacy education. Next, the phonics approach to reading and the language experience approach to second language learning are explained. A third section addresses the role of Ibibio sounds in teaching English pronunciation. Some comparisons are made between the two phonological systems, and specific areas in which English phonology should be emphasized are identified. Strategies for teaching initial reading are then outlined. Prerequisites for phonics-based learning are noted (motivation and encouragement, visual and auditory discrimination) and techniques for teaching consonants and vowel sounds are described. Classroom principles and procedures for using the language experience approach are then enumerated. A concluding statement emphasizes the need to approach adult second-language literacy instruction with extra consideration for adult learner characteristics, including physiology, native language interference, and self-consciousness. A brief bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 963 FL 800 893

Stevens, Sarah
AIDS Education for English Language Learners: A Guidebook for Teachers. Draft.
SPONS. AGENCY- TESL Canada Federation, Toronto (Ontario).
PUB DATE- 91
NOTE- 215p.; Contains explicit drawings illustratinhg sexual anatomy and practices.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Information; *Acquired Immune Deficiency Syndrome; Class Activities; Classroom Communication; Classroom Techniques; Communicable Diseases; Controversial Issues (Course Content); Course Content; Cultural Pluralism; *English (Second Language); Foreign Countries; *Health Education; Immigrants; Information Dissemination; *Literacy Education; Refugees; Second Language Instruction; Sexuality; Teacher Role
IDENTIFIERS- Canada

Designed as a practical guide for English-as-a-Second-Language (ESL) teachers in facilitating adult students' access to information about Acquired Immune Deficiency Syndrome (AIDS), this manual offers materials, techniques, and guidelines for teachers who wish to introduce the topic into their curricula, and some discussion of the ESL teacher's potential roles in helping students get needed information. The manual not intended as a classroom curriculum or a resource about the disease itself. Content is based on the knowledge and experience of health educators working with newcomers in the area of AIDS and reproductive health; quotations and anecdotes

DESCRIPTORS- *Administrators; College Administration; Definitions; Governing Boards; Higher Education; *Salaries; State Agencies; *State Boards of Education; *State Colleges; *State Departments of Education; State Surveys; Tables (Data)
IDENTIFIERS- *Colorado

This report presents salary data on selected administrative positions from all public higher education institutions, governing boards, and other higher education state-level agencies in Colorado. Table 1 presents, by institutional type, the median and mean salaries for 1994-95, as well as the frequency and range of salaries, for the following positions: chief executive officers, executive vice presidents, chief academic officers, chief general studies officers, chief vocational education officers, directors of institutional research, deans of continuing education, chief business officers, chief planning officers, chief budgeting officers, chief personnel officers, directors of affirmative action, chief information systems officers, chief physical plant officers, comptrollers, chief public relations officers, directors of information, chiefs of student affairs, chief admissions officers, registrars, directors of student financial aid, and directors of athletics. Table 2 provides average salary data for 1992-93, 1993-94, and 1994-95. Definitions for each position are also presented. (MDM)

ED 379 983 HE 028 084

Access to Success: Accommodating Student Enrollment Demand for Colorado Higher Education.
PUB DATE- Sep 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Change Strategies; *Educational Demand; Educational Finance; *Educational Policy; *Enrollment; Enrollment Projections; Enrollment Trends; Government Role; Higher Education; *State Aid; *State Colleges; Statewide Planning
IDENTIFIERS- *Colorado

This report examines the consequences of increased student demand for higher education in Colorado, in light of constrained resources for state-supported higher education, and offers strategies to address this demand. The report describes enrollment trends at Colorado colleges and universities, workforce training needs, and trends in state funding of higher education in Colorado. It argues that the state must solve this enrollment/funding dilemma in order to avoid enrollment limits, excessive tuition increases, erosion of educational quality, or damage to graduate education. It then discusses criteria for evaluating strategies that address the increasing demand for higher education. The report recommends that the state implement the following changes at the undergraduate level: (1) institutional productivity enhancements; (2) systemwide productivity measures; (3) flexible personnel, purchasing, contracting, and administrative procedures; (4) revenue enhancement measures; and (5) measures to increase institutional capacity. (MDM)

ED 379 984 HE 028 085

State-Funded Student Assistance at Colorado Public and Private Colleges and Universities, 1993-1994.
PUB DATE- Dec 94

NOTE- 105p.; Appendix tables contain small print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; College Graduates; *Doctoral Degrees; Educational Trends; Employment Opportunities; Employment Patterns; Foreign Nationals; Graduate Surveys; Higher Education; *Incidence; Majors (Students); Minority Groups; National Surveys; Paying for College; Sex; *Trend Analysis; Universities
IDENTIFIERS- Time to Degree

This 27th annual report summarizes results of the 1992-93 Survey of Earned Doctorates, which collected data from graduates as they completed requirements for their doctoral degrees. The survey included 39,754 research and applied research doctorates in physical sciences, engineering, life sciences, social sciences, humanities, education, and other professional (such as business) fields. Data are presented in 19 tables, covering number of doctorates awarded, gender of doctorate recipients, citizenship status, leading countries of origin of non-U.S. citizens, leading U.S. baccalaureate and doctoral institutions of minority doctorate recipients, major doctorate field, median years to doctorate, primary sources of support, levels of debt, postgraduation commitments, postdoctoral location of non-U.S. citizen doctorate recipients, and employment sector of doctorate recipients. The report also analyzes trends in doctorate production from 1963 to 1993; general demographic characteristics of doctorate recipients in terms of gender, citizenship, and racial/ethnic minority status; the field of doctorate; time-to-degree; financial support; and postgraduation plans. Appendices provide supplementary tables on 1993 doctorate recipients, trend data on 1983-1993 doctoral cohorts, technical notes, and a copy of the survey questionnaire. (JDD)

ED 380 004 HE 028 119

Karlen, Janice M.
Technology and Higher Education: In Debt, Inept, and in Loco Parentis.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Computer Literacy; *Computer Uses in Education; *Educational Technology; Employment Opportunities; *Faculty Development; Higher Education; Student Needs; *Technological Advancement; *Technological Literacy; Transfer of Training
IDENTIFIERS- Edutainment; Teacher Needs

While institutions of higher education are often at the forefront in technology conception and design, they often lag behind in its utilization. Inequities in availability of sophisticated technology at higher education institutions raise the question of whether the "haves" are doing a better job of educating students than the "have nots." The employers for whom graduates will work, in most cases, will not have the most current technological tools, because most new jobs are created in small businesses. It is more important to have an educational program that allows students to obtain transferable knowledge to

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Sep 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Programs; *College Students; Decision Making; Dropout Prevention; Dropout Rate; Family Role; Financial Support; Higher Education; Hispanic American Culture; *Hispanic Americans; Interviews; Mentors; Peer Influence; School Holding Power; State Universities; *Student Characteristics; Student Personnel Services
IDENTIFIERS- *California State University; Chicanas; Chicanos; Hispanic American Students; Latinas; Latinos; *University of California

This study sought to identify and analyze critical factors in a Hispanic student's decision to persist or drop out at California state four-year institutions. In-depth telephone interviews with 151 Hispanic American students at five University of California campuses and seven California State University campuses were conducted. The interviews focused on the role of the Latino family, influence of peers, mentors, gender, finances, retention programs at target institutions, and campus climate. Findings included the following: (1) most of the students were from families with four or more children; (2) most indicated receiving strong encouragement and support in their academic endeavors from their parents; (3) eight of ten held jobs while attending college; (4) 75 percent of students worked off-campus; (5) 83 percent enrolled as full-time students; (6) the majority of students were living at or below the poverty level and depended on family for financial support; (7) the largest number attended California State University campuses, allowing many of them to live at home; (8) almost 60 percent of students felt the lack of financial aid was the most serious obstacle to the achievement of their educational goals; and (9) 77 percent felt welcomed on campus and felt no alienation. The most comprehensive retention programs were at the University of California, especially the Berkeley campus. (Contains 80 references.) (JB)

ED 380 024 HE 028 140

McPherson, Michael S.; Schapiro, Morton Owen
College Choice and Family Income: Changes over Time in the Higher Education Destinations of Students from Different Income Backgrounds.
PUB DATE- Nov 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Choice; College Freshmen; Community Colleges; Correlation; Economic Factors; *Enrollment Trends; *Family Income; Higher Education; Private Colleges; Public Colleges; Sociocultural Patterns; Student Characteristics; *Trend Analysis; Two Year Colleges
IDENTIFIERS- American Freshmen Survey

This study used data on the distribution of college students by income background to analyze college choice, particularly examining how family income and college choice correlations have changed over time. The study, using data from the national American Freshmen Survey, compared results from 1993 and computed their constant dollar equivalents in two previous years, 1989 and 1980. Data were analyzed to examine the

Field, Marilyn J., Ed.
Dental Education at the Crossroads: Challenges and Change.
SPONS. AGENCY- American Fund for Dental Health.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD.; National Inst. of Dental Research (NIH), Bethesda, Md.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 95
NOTE- 364p.; This document constitutes the final statement of the Committee on the Future of Dental Education. Support was also provided by the Department of Veterans Affairs, the Department of Defense, the American Association of Retired Persons, and CIGNA Dental Health, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Certification; *Change Strategies; *Dental Health; Dental Hygienists; *Dental Schools; Dental Technicians; *Dentistry; Dentists; Educational Change; *Futures (of Society); Higher Education; Medical Education; Medical Research; Medical Services; *Professional Education; Public Policy

This study examined the status of dental education and oral health in the U.S.; considered future scientific, demographic, economic, organizational, and other developments that may affect oral health status and the system for educating dentists and other dental personnel; developed a statement of how, over the next 25 years, oral health and oral health services should be improved; identified short-term and long-term implications for dental education and public policy; described strategies that will help dental education, research, and practice improve oral health; and considered ways in which each dental school can better relate to the mission of its university and the community at large. The study was overseen by an 18-member committee. Information was collected via site visits to dental schools, liaison panels, a mail survey of all deans of dental schools, a telephone survey of university presidents and chancellors, interviews with leaders of major dental organizations, and a public hearing with oral or written testimony from nearly 55 groups. Twenty-two recommendations are offered in the areas of oral health status and services, mission of education, mission of research, mission of patient care, the dental school in the university, accreditation and licensure, and the dental work force. Appendixes list members of liaison panels, organizations submitting testimony, commissioned papers and their authors, and committee member biographies. (Contains approximately 375 references.) (JDD)

ED 380 044 HE 028 198

Report of the 1992 Survey of Physicians.
PUB DATE- Nov 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Medical Graduates; Geographic Location; Higher Education; *Individual Characteristics; Medical Education; Minority Groups; *Physicians; Specialists; *State Surveys
IDENTIFIERS- *New York

A survey of 50,273 practicing physicians in New York State

from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Cultural Images; Cultural Influences; Curriculum; *Educational Benefits; Elementary Secondary Education; History Instruction; Parody; Photographs; *Recognition (Psychology); *Visual Literacy
IDENTIFIERS- Educational Imagery; Historical Materials

Familiarity with specific images or sets of images plays a role in a culture's visual heritage. Two questions can be asked about this type of visual literacy: Is this a type of knowledge that is worth building into the formal educational curriculum of our schools? What are the educational implications of visual literacy? There is a three-part educational rationale to these questions. First, knowing about the conventional implications of certain images might make viewers more resistant to the manipulative uses of those images in advertisements or other contexts. Second, specific images, primarily photographs, have been intimately intertwined with the social developments from which they emerged that the teaching of history seems almost inconceivable without some reference to these images. Third, there are some images about which one might want to instruct younger generations because of the role they have played as a reference point in the public life of older generations. Students were informally tested on their familiarity with a number of historical photographs, pictures from ads, and some frequently parodied images. The highest rate of recognition was of the advertising images, followed by the visual parodies, and then the historical images. The results give a sense of the potential for education to raise students' levels of visual literacy, and draws attention to the need for further exploration of the implications of visual literacy. (DGM)

ED 380 063 IR 016 984

Daniels, Lee
Audio-Vision: Audio-Visual Interaction in Desktop Multimedia.
PUB DATE- 95
NOTE- 8p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Speech); *Audiovisual Aids; Authoring Aids (Programming); Cognitive Processes; *Computer Mediated Communication; Computer Software; *Imagery; *Multimedia Materials; Music; *Noise (Sound); Sound Effects; *Theory Practice Relationship

Although sophisticated multimedia authoring applications are now available to amateur programmers, the use of audio in of these programs has been inadequate. Due to the lack of research in the use of audio in instruction, there are few resources to assist the multimedia producer in using sound effectively and efficiently. This paper addresses the problem by providing some basic understanding of the cognitive and affective effects of audio when used with visual material in a computer-mediated contributions of text density for learning and how can perceptual skills and human factors be used for a CBI tutorial? Several ways of defining low- and high-density are given, and the effect on achievement of visual perception and reading skills is discussed. The variation of text density levels is addressed from the standpoint of chunking and manipulation of content information approaches. The structure of text density considers both the components of screen design and the elements of human information processing. Meaningful information occurs when interaction is provided from the intersection of text design, content and perception, indicating the relationship between text density and the perceptual cycle. Finally, text density variations of CBI screen design are affected by technological and human cognitive limitations, based on different visual perceptions, human-computer interaction strategies, and user interfaces. Three figures illustrate aspects of CBI and text density levels. (Contains 49 references.) (MAS)

ED 380 081 IR 017 002

Ganguly, Indrani
Needs Assessment--A Savvy Way To Secure ITV Use.
PUB DATE- 95
NOTE- 17p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Instruction; *Educational Television; Elementary Secondary Education; *Needs Assessment; Resource Allocation; *Science Teachers; Surveys; *Teaching Methods; *Visual Learning; Visual Literacy

A needs assessment survey of science teachers in 5th through 12th grades was conducted to answer the following research questions: (1) What factors influence science teachers positively or negatively toward using instructional television (ITV)? and (2) What are the significant needs felt by science teachers in the actual classroom regarding ITV use? Results of needs assessment found eight factors and three stand-alone items that influenced the teachers' beliefs about ITV use: relevant and accurate; entertaining; instructional support; teacher involvement; accessibility; focus; availability; external approval; the program uses background music; the program is narrated by woman; and smaller class size for effective use. With respect to the significant needs felt by teachers, a discrepancy was found between ideal and actual situations across all eleven variables, indicating serious gaps in technological innovations in ITV use. Three tables and one figure illustrate the data analysis. (Contains 59 references.) (MAS)

ED 380 082 IR 017 003

Ma, Yan
A Reader-Response Analysis of "A Book from the Sky."
PUB DATE- 95
NOTE- 21p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977. Illustrations may not reproduce clearly.

tasks are listed. Spatial visualization and spatial orientation are defined, and an overview is given of the assessment of children's spatial abilities. In summary, it is noted that the test being developed is not intended as a stand-alone assessment of visual abilities or proficiency, but rather a means of providing a single focused view to be considered in relation to other assessments. (Contains 16 references.) (MAS)

ED 380 100 IR 017 021

Shambaugh, R. Neal
Timeless Images: Past and Present.
PUB DATE- 95
NOTE- 11p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; *Encoding (Psychology); *Imagery; Memory; *Research Methodology; Visual Aids; *Visual Learning; Visual Literacy
IDENTIFIERS- Contextual Thinking; World Knowledge

The purpose of this paper is to examine the ways in which teachers and students can leverage the power and potential of visuals to encode information and experiences as personalized meanings, and to help people create their own timeless images as ways to understand the world. The foundation is laid for conducting research to test the assertion that visual constructions can be used to help learners construct highly personalized meanings to information. The cognitive potentials of visual constructions are summarized and examples are offered that might be useful to students and teachers. Four visual construction types are defined: page organization, visualization methods, concept diagrams, and notetaking teaching processes. Teacher and student strategies are suggested, for appropriate grade ranges (K-5, middle school, and high school), to implement these visual constructions. Three broad research goals to consider in order to establish some basis for the cognitive potentials of visual construction are: (1) How do personalized meanings via visual constructions create understanding? (2) What are the effects of possible cognitive-motivational variable links when visual constructions are used by teachers and students? and (3) Which teacher and students strategies using visual constructions contribute to the development of self-directed learning characteristics? Four tables and two figures illustrate study concepts. (Contains 23 references.) (MAS)

ED 380 101 IR 017 029

Glisson, Margaret, Ed.
The Key to the Future: Revised Minimum Standards for Youth Services in Public Libraries of New York State.
PUB DATE- 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

"Library Orientation and Bibliographic Instruction Policy." Appendices include copyright restrictions for libraries and archives (with sample forms); a discussion on Government Depository Libraries; closing procedures; instructions on issuing borrower's cards and making patron records; sample forms for online database searching; sample cataloging forms; library hours/directory; audio-visual office hours/directory; library handicapped compliance; security procedures; student assistants; library card holders; and Interlibrary Loan. (AEF)

ED 380 118   IR 055 421

Van Orden, Phyllis J.
The Collection Program in Schools: Concepts, Practices, and Information Sources. Second Edition. Library Science Text Series.
PUB DATE- 95
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Access to Information; Adolescent Literature; Childrens Literature; Educational Environment; Educational Technology; Elementary Secondary Education; Information Needs; Information Science; Information Sources; Intellectual Freedom; *Learning Resources Centers; Library Acquisition; *Library Collection Development; *Library Material Selection; *Library Policy; *Library Technical Processes; Media Specialists; Program Effectiveness; Program Evaluation; *School Libraries; Shared Resources and Services; User Needs (Information); Weeding (Library)
IDENTIFIERS- Curriculum Theories

While the general principles and techniques of collection development can be applied to most libraries, the unique characteristics of each media program produce new and changing demands requiring flexibility and creativity. Concepts from curriculum theory, children's and adolescent literature, educational technology, and library science are brought together, reflecting the idea that collection program activities interact in a cyclical pattern. It is proposed that the principles of collection development, selection, resource sharing, and acquisition be addressed as parts of a whole in a school's policy. Part 1 examines the media collection in relation to its educational setting; discusses general principles, policies, and procedures of collection development; and covers issues that affect all collections and the responsibility of resolving these issues according to the goals and needs of a particular collection. Part 2 focuses on the practical considerations of materials selection including procedures; selection criteria; and meeting curricular and instructional, subject and program, and individual needs. Part 3 describes the operations involved in developing and managing a collection, and discusses the administrative concerns of acquiring materials; accessing information; maintaining the collection; evaluating the collection; and creating, shifting, and closing collections. Appendix A identifies agencies and associations of use to media specialists. Appendix B is a list of bibliographic and selection sources, and Appendix C includes three statements on intellectual freedom. Information is presented in 34 figures and tables. (Contains 162 references.) (Author/AEF) are examined: artificial intelligence; end-user publication and distribution; hypertext and hypermedia; visualization and virtual reality; and caveats. The second section, "Scholarly Communication and the Use of Current Information Technology," discusses a number of issues. Identification of sources and communication with colleagues is covered. Interpretation and analysis of sources is discussed, including computer-assisted analysis through conversion and computer-assisted analysis with artificial intelligence. Electronic publishing and hypermedia are identified as findings for dissemination of research. Curriculum development and instruction is also discussed. Section 3, "Responses by the Library Profession to Changing Research Practices," includes promoting connectivity; conversion; software engineering; and transformations in professional roles. A fourth section, "Conclusion and Recommendations," is divided into the following parts: establishing a network-mediated archival practice; establishing a strategy for the future usability of electronic records; and recognizing and rewarding leadership. (Contains 224 references.) (AEF)

ED 380 136 IR 055 440

Information Superhighway: An Overview of Technology Challenges. Report to the Congress.
PUB DATE- Jan 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Communications; *Computer Networks; *Computer Security; Confidentiality; Cooperation; Information Networks; Planning; Privacy; *Reliability; Standards; *Technological Advancement; User Needs (Information); Users (Information)
IDENTIFIERS- Information Superhighway; *Interoperability; *National Information Infrastructure

This report focuses on the pivotal technical issues associated with the National Information Infrastructure program, security and privacy, interoperability, and reliability, and presents the General Accounting Office's findings on these challenges. It is reported that while the structures and services to be offered by the information superhighway have not yet been determined, several critical technological challenges are emerging. First, if it is to provide critical communications services to manufacturing, health care, and other business sectors, the superhighway must ensure data security and protect users' privacy. Second, the superhighway should provide a seamless web of features and services to users, with thousands of systems and components interacting, or interoperating, in a way that is transparent to users. Achieving interoperability will require manufacturers to cooperate with standards-setting bodies to establish common interfaces and protocols. Third, to prevent network failures, the superhighway must be reliable, end-to-end, from users to service providers. Five appendices provide information on the technical issues addressed by the information infrastructure task force; descriptions of existing network technologies and advanced technologies; the portability of telephone numbers; and major contributors to this report. Sixteen figures illustrate the text, and a 15-page glossary defines the technological terms. (Author/MAS)

ED 380 137 IR 055 441

Avino, Catherine

lost fewer than 7 credits; and (5) 1 in 6 reported receiving financial assistance at their new institution based on scholastic achievement at FCC. (Includes data tables and the survey instrument.) (KP)

ED 380 154 JC 950 140

Course Pass Rates in Fall 1994. Enrollment Analysis EA95-6.
PUB DATE- Mar 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Colleges; *Credit Courses; General Education; *Grades (Scholastic); Remedial Programs; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Pass Rates; Prince Georges Community College MD

Student performance in individual courses constitutes a fundamental learning outcome, as assessed by the faculty. Examination of student outcomes at the course level is especially appropriate at community colleges, since as many as half the students in credit courses have no intention of earning a degree. Fall 1994 final course grades of students attending Prince George's Community College, in Largo, Maryland, were analyzed to determine course pass rates. Study findings included the following: (1) the collegewide course pass rate was 77%, which equals the all-time high achieved in fall 1992; (2) pass rates increased from 83% to 84% for occupational courses and from 75% to 76% for general education courses; (3) the pass rate of students in educational development courses was 63% for the second year in a row; (4) due to consistently above-average pass rates for courses in nursing and allied health, the Health Technology division continued to have the highest divisional pass rate; (5) disciplines with high pass rates included radiography, early childhood management, nuclear medicine, early childhood education, construction management, health education, business, nursing, English as a Foreign Language, health information technology, literature, paralegal, and management; (6) disciplines with low pass rates included real estate, chemistry, developmental reading and mathematics, anthropology, and mathematics; (7) women had higher pass rates than men (79% versus 72%); (8) students over 25 years old had higher pass rates (85%) than students under 21 (71%) or between 21 and 25 (75%); (9) continuing students had a higher pass rate (79%) than new students (71%); and (10) first-time black males under age 21 and continuing black males aged 21-25 showed improvement in pass rates over fall 1993. (MAB)

ED 380 155 JC 950 141

MacQueen, Andrea B.
Assessing Tech Prep. A Rhode Island Perspective.
PUB DATE- Feb 95
NOTE- 13p.; Paper presented at "Workforce 2000," the Annual Conference on Workforce Training of the League for Innovation in the Community College (3rd, San Diego, CA, February 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Classroom Environment; *Correctional Education; *Correctional Institutions; Educational Philosophy; *Institutional Environment; *Remedial Programs; Teaching Methods; *Writing Instruction

When teaching remedial writing in a correctional facility, a teacher may carry assumptions shaped by formal education that do not always translate to a prison context. These include the idea that the classroom will provide a sphere of intellectual activity, immune from heavy-handed institutional intrusions; that students will want to get to know one another, share ideas, and form a learning community in a de-centered classroom; and that the teacher should establish personal relationships with the students in order to diminish the student/teacher gap. The reality of teaching in prison, however, is quite different. The classroom atmosphere is determined by the facility's pervasive regulatory system; the blackboard is dwarfed by a long, narrow, barred observation window and loudspeakers continually blare Orwellian commands. Moreover, sharing ideas and getting to know one another runs counter to the convict's code where inmates are expected to mind their own business. Other problems are presented by the fact that students appear and disappear with no explanation; inmates are reluctant to keep journals containing personal information; teachers are not allowed to give newspapers, magazines, copies of articles, or uncensored letters to students; and facility guidelines advise against sharing personal information with prisoners. Teachers in a non-traditional learning environment such as a correctional facility must be prepared to modify their teaching methods. (KP)

ED 380 172 JC 950 159

Moore, Nelle
San Juan College Task Force on Innovation 1995 Report.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Delivery Systems; Distance Education; *Educational Technology; *Educational Trends; *Futures (of Society); Multimedia Instruction; Organizational Change; Teacher Role; *Technological Advancement; Two Year Colleges
IDENTIFIERS- San Juan College NM

In fall 1994, San Jose College, in New Mexico, established the Task Force on Innovation to examine changes in the paradigm of education and how those changes might affect the college. The Task Force determined that the primary driver of change in education was technology, and specifically the increasing number of means and ease of access to information. The Task Force also identified the following implications of these changes: (1) the role of educational institutions as time- and place-bound settings will change as distance learning brings increased educational opportunities; (2) the nature and expectations of customers will change as people become more sophisticated in the use of technology; (3) these changes will place a financial burden on institutions to keep pace with

Many sixth-, seventh-, and eighth-grade students in this nation are intelligent and talented, but are nevertheless performing at unacceptably low levels. Many middle-school initiatives do not address the need for comprehensive change in the policy and practices of district and state educational systems, nor do they address the content, quality, and assessment of academic programs, student achievement, and instructional approaches. The Academy for Educational Development (AED) and the Program for Disadvantaged Youth (Edna McConnell Clark Foundation) developed and conducted a series of seminars on systemic middle-grades reform. The goal of the seminars was to increase awareness among national education associations of the need for systemic middle-grades reform. These proceedings of the seminars contain: (1) introductory remarks by M. Hayes Mizell, director of the Program for Disadvantaged Youth; (2) a keynote address on the history of middle-grades schooling, by Joan Lipsitz; (3) three presentations by practitioners describing middle-grades reform work in their school districts and states; and (4) a summary of the small group discussions that took place at these seminars. The appendix contains a list of all participants and a description of AED's middle-grades work. (SW)

ED 380 190　　　　PS 022 975

Nagle, Ami; And Others
Illinois Kids Count 1994: Raising the Grade.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 94
NOTE- 137p.; Photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *At Risk Persons; Child Advocacy; Child Health; *Children; *Child Welfare; Demography; Disadvantaged; *Early Childhood Education; *Elementary Secondary Education; Family Programs; Infants; *Integrated Services; School Demography; School Statistics; Social Services; Statistical Data; Tables (Data); Welfare Services
IDENTIFIERS- Family Support; *Illinois

This report presents a statistical look at the well-being of children in the state of Illinois, quantifying the problems confronting them and outlining steps that policymakers and service providers can take to improve the situation. The first part of the report summarizes the state's situation in the areas of education, health, special needs, and economic security. It also discusses a new paradigm for comprehensive services, and includes charts highlighting county performance in areas such as spending per pupil, prenatal care, and unemployment; and a comparison of Illinois' statistics as a whole with neighboring states, California, and New York. The bulk of the document contains charts highlighting data from each county in each of the following four areas: (1) Education, including early childhood education, child care, and education spending; (2) Health, covering lack of parental care, low birth rate, infant morality, and youth death rate. (3) Special needs, covering new families at risk, abuse and neglect, foster care, and youth arrests; and (4) Economic Security, covering unemployment and children whose families receive Aid to Families with Dependent Children (AFDC) funding. A section on definitions and methodology concludes the report. (SW)

ED 380 191　　　　PS 022 979

describes the development of the project as a holistic model of rural development embracing early childhood care, women's groups, adult literacy, post-literacy learning, and teacher training. The first chapter discusses India's educational challenge and the barriers to universal primary education among children from disadvantaged groups. Various features related to the project are discussed in the remaining chapters. They are as follows: (1) the action-research approach; (2) understanding the needs of the local community; (3) formation of non-formal education centers; (4) developing learning and teaching strategies in the classrooms; (5) developing a locally relevant curriculum; (6) compiling class materials with a rural orientation; (7) recruiting teachers from the villages; (8) evaluating progress; and (9) sources of funding. In addition, the booklet documents PROPEL's use of support programs such as women's development groups and village education committees to mobilize the community in favor of schooling; its success in influencing the formal primary education system; and its efforts to fight the two obstacles of poverty and early marriage. The booklet concludes by noting that the project's strength lies in reaching children, especially girls, and in training people at the grassroots level to take responsibility for education. Demographic details about India and the PROPEL project are included. (BAC)

ED 380 209 PS 023 038

Velis, Jean-Pierre
Blazing the Trail: The Village Schools of Save the Children/USA in Mali. Education For All: Making It Work. Innovations Series, 4.
PUB DATE- 94
NOTE- 37p.; Photographs may not copy well. For other documents in this series, see ED 369 535 and PS 023 036-039.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Community Involvement; *Curriculum Development; Educational Innovation; *Elementary Education; Equal Education; Foreign Countries; *Literacy; *Nonformal Education; *Partnerships in Education; Womens Education
IDENTIFIERS- *Mali; Nongovernmental Organizations; Save the Children Federation

The principle of primary education has long been established in the impoverished sub-Saharan nation of Mali, but despite official affirmations in favor of access to education, Mali still has one of the lowest rates of primary school attendance. This booklet describes the efforts of Save the Children/USA in mobilizing community support for 22 schools in rural settings. The introductory chapter describes the country of Mali and its paradoxical situation regarding education. The next chapter emphasizes how a primary school in Mali differs from all other schools in the world because it is a village school, entirely independent of the State; this is the outcome of Save the Children/USA, a non-governmental development organization. The subsequent three chapters describe the organization's role in promoting education. Adding an education element to its program involved a literacy campaign for adults, with a special emphasis on women, and providing support for primary schools. The village school was conceived as a result of the adoption of the Bangladeshi approach to basic education, which depended on complete commitment of the village communities. Beginning with 4 village schools in 1992-93, the experiment proved conclusive, communities; and (3) by assisting schools and child care centers in the development of programs and policies that promote family involvement. The first part of the report presents articles describing in greater detail the specific efforts of employers in these three areas. The second part of the report presents 16 profiles of employer and labor support for family involvement in learning. A resource list of organizations and programs concludes the report. (AP)

ED 380 228 PS 023 100

Hollifield, John H., Ed.
Providing Parent Information for Public School Choice in Massachusetts Cities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; Family Programs; Low Income Groups; Minority Groups; *Parent Participation; Parents as Teachers; *Parent School Relationship; *Parent Student Relationship; *Partnerships in Education; Public Schools; *School Choice; School Readiness
IDENTIFIERS- Family Support; Massachusetts

A child's success in school is often determined by the level of involvement of the family in his or her education. This newsletter presents articles on helping parents collaborate in the schooling process. The title article describes the "universal controlled" public school choice allowed in several Massachusetts school districts, and a report evaluating its impact. The report notes that the majority of parents, including low-income and minority parents, receive their choice of schools, and that well-organized parent information centers are essential to providing all parents with information about schools and counseling them in making good choices. The remaining articles in the newsletter are: (1) "On the Road to Readiness: Roadblocks, Alternate Routes, Checkpoints, and Refueling"; (2) "Surveys and Summaries Help Schools Identify and Analyze Current Practices of Partnership; Develop More Comprehensive Programs; (3) "Families and Schools Begin Action Research To Strengthen Involvement"; and (4) "Parent Centers Send Clear Message: Come Be A Partner in Educating Your Children." (HTH)

ED 380 229 PS 023 101

Hollifield, John H., Ed.
High Schools Gear Up To Create Effective School and Family Partnerships.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Family Programs; Family School Relationship; High Schools; High School Students; *Integrated Services; Intermediate Grades; Junior High Schools; Literacy Education; Middle Schools; *Parent Participation; Parent

(Author/HTH)

ED 380 245 RC 019 950

Monk, David H.
An Examination of the Non-K12 School District Organizational Form in New York State.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Nov 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Feeder Patterns; High School Students; *Instructional Program Divisions; *Interdistrict Policies; Organizational Change; *Parent Attitudes; Public Schools; School District Reorganization; *School Districts; School District Size; *Transfer Students
IDENTIFIERS- *New York

This paper reports on a study assessing the viability of the non-K-12 organizational form as currently practiced in New York State. The study involved 26 non-K-12 sending districts (small elementary schools) and 29 K-12 receiving districts. Results are based on pupil test score performance at the secondary level and on 692 responses to a parent questionnaire. Students from non-K-12 districts enrolled in academic courses of study and passed Regents examinations in roughly the same proportions as did students resident in receiving districts. Respective sizes of the sending and receiving districts were unrelated to the relative academic performance of transferring students. Parent responses to forced-choice questions suggest relatively high levels of average satisfaction with various aspects of the non-K-12 organizational form. However, support was mixed with statistically significant differences in satisfaction and feelings of disenfranchisement across the 26 non-K-12 sending districts. Impediments to success with the non-K-12 form included inadequate transportation, the abruptness of the transition, inopportune grade levels of transition, calendar inconsistencies, inadequate communication, parental disenfranchisement, curricular inconsistencies, narrowness of choice, and inherent bias toward resident students. Recommendations to deal with all impediments are included. Appendices include the high school and parent survey instruments. (RAH)

ED 380 246 RC 019 977

Morse, Ann, Ed.
America's Newcomers: An Immigrant Policy Handbook.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Sep 94
NOTE- 120p.; Chapter 3, Employment and Training Programs for Immigrants and Refugees, was published separately; see ED 371 081.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- Access to Education; Adult Education; Cultural Pluralism; Educational Needs; Elementary Secondary Education; Eligibility; *Federal Legislation; Federal Programs; Health Services; *Immigrants; *Immigration; *Job Training; *Public

Secondary Education; Sexual Abuse; *Student Experience
IDENTIFIERS- National Adult Literacy Survey (NCES)

This series of bilingual newsletters (English and Spanish) provides information to migrant youth who have dropped out of school. Newsletters describe the experiences of migrant youth who have obtained their General Educational Development (GED) certificate or have enrolled in vocational or college programs. Other topics treated in this volume include results of the National Adult Literacy Survey, including sample tasks from the survey; information on how to enroll in High School Equivalency Programs (HEP); student profiles describing their learning experiences in HEP; information available through the toll-free Migrant Hotline; nutritional information stressing the importance of healthy eating; identifying personal strengths; career information on teaching and health occupations; steps for preparing to take the GED exam; definitions of physical and sexual abuse; and various sources that offer help with career planning. (LP)

ED 380 263 RC 020 006

1995 Summer Opportunities for American Indian Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; *Career Exploration; *College Preparation; Colleges; *Educational Opportunities; Engineering Education; Internship Programs; Mathematics Instruction; Program Descriptions; Secondary Education; Secondary School Students; *Summer Programs; *Summer Science Programs
IDENTIFIERS- American Indian Science and Engineering Society

This document contains information on summer academic programs offered to American Indian and Alaska Native junior high and high school students. Included are mathematics and science summer programs offered to high school students by the American Indian Science and Engineering Society at universities in Oklahoma, New Mexico, Wisconsin, Iowa, Montana, California, Wisconsin, and New York. NASA offers apprenticeship opportunities in various states for minority high school students interested in math, science, or engineering. Information is also included on programs sponsored by colleges, research facilities, and Indian organizations in Alabama, Arizona, South Dakota, Colorado, District of Columbia, Illinois, Massachusetts, Michigan, Minnesota, New York, North Carolina, North Dakota, Oklahoma, and Rhode Island. Many programs focus on math and science, help prepare students for college, or offer opportunities to explore career possibilities. Each program listing includes a brief description, application deadline, and contact person. Four additional directories of summer programs are listed. (LP)

ED 380 264 RC 020 012

Davis-Berman, Jennifer; Berman, Dene S.
Wilderness Therapy: Foundations, Theory and Research.
PUB DATE- 94
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; *Pesticides; *School Buildings
IDENTIFIERS- *Integrated Pest Management

As the public becomes more aware of the health and environmental risks pesticides may pose, its interest in seeking the use of equally effective alternative pest control methods increases. School administrators and other persons who have pest control decision-making responsibilities for school buildings and grounds can use this guide to become aware of Integrated Pest Management (IPM), a pest control method that may be an alternative to scheduled spraying of pesticides. Each step in a seven-step procedure for implementing an IPM program is examined: (1) developing an official policy statement for school pest management; (2) designating pest management roles; (3) setting pest management objectives for sites; (4) inspecting, identifying, and monitoring; (5) setting action thresholds; (6) applying IPM strategies; and (7) evaluating results and record keeping. Includes an evaluation of the long-term costs associated with IPM programs. (LZ)

ED 380 284 SE 055 912

The Role of Faculty from the Scientific Disciplines in the Undergraduate Education of Future Science and Mathematics Teachers. Proceedings of the National Science Foundation Workshop.
PUB DATE- Aug 93
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Pluralism; Elementary Secondary Education; Evaluation Methods; Higher Education; Instructional Improvement; *Mathematics Teachers; Middle Schools; Science Education; *Science Teachers; *Teacher Education; *Undergraduate Study
IDENTIFIERS- National Science Foundation

The National Science Foundation (NSF), through its Division of Undergraduate Education, is undertaking a major effort to significantly improve the mathematics and science education of prospective elementary and secondary school teachers. NSF had two major goals in organizing this workshop. The first goal was for the Foundation to learn from active scientists who have been involved in developing exciting and interesting courses, and from experts in elementary and secondary school education, about the needs of prospective teachers and about promising approaches for undergraduate science education that are particularly appropriate for prospective teachers. The second major goal of the Workshop was to provide information, encouragement, and inspiration to faculty from the scientific disciplines as they seriously consider their role in the preparation of prospective teachers. The first portion of the proceedings contains group presentations on the following themes: innovative instruction, valuing diversity in the educational process, research on teaching and learning, and assessment and evaluation. This portion of the proceedings also addresses the strategies that faculty in the scientific disciplines can employ that would be particularly appropriate for prospective elementary, middle, and secondary school programs; changing the teaching of chemistry at large universities; the non-traditional student; teaching favorite topics; laboratory teaching; undergraduate research; computer applications in the classroom and laboratory; new approaches to teaching organic chemistry; how will national initiatives in science education affect the teaching of high school and college chemistry?; innovative uses of modern instrumentation in introductory chemistry courses; research in education; teacher education and the high school curriculum; and transforming the chemistry learning environment. (LZ)

ED 380 305 SE 055 997

Profiling Teacher Development Programs: An Approach to Formative Evaluation. Profiling Series.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Nov 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Instructional Improvement; *Mathematics Education; Mathematics Teachers; *Program Evaluation; *Science Education; Science Teachers; Secondary Education; *Teacher Education Programs
IDENTIFIERS- *Template for Teacher Development Programs

This booklet is second in a series of guides for formative evaluation of education programs. The guide represents a joint project to develop and implement a system for ongoing formative and summative evaluation of the Department of Energy's (DOE) programs to improve precollege mathematics and science education. The guide focuses on the use of the "Template for Teacher Development Programs," which allows for the description of a program and for comparison of that program to best practice. The template identifies what research and experience have been found to work, and is the key tool in the first phase of evaluation of DOE precollege education programs, called "program profiling." Section I covers the development of templates, anatomy of a template, guidelines for use of the template, summarizing the results of the profiling process, and sample questions for profiling teacher development programs. Section II contains the Template for Teacher Development Programs and descriptive and context information. Section III provides operational definitions to clarify the following components and subcomponents of the Template: program administration, vision for the classroom, teacher development program activities, follow-up, teacher leadership, program evaluation, and descriptive and context information. Section IV contains 19 references to research. (LZ)

ED 380 306 SE 055 999

Engleson, David C.; Yockers, Dennis H.
Environmental Education. A Guide to Curriculum Planning. Second Edition. Bulletin Number 94371.
PUB DATE- 94
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

and providing continuing education in support of the above objectives. Chapters include: (1) "The Present Literacy Situation"; (2) "Towards Education for All"; and (3) "National Policy of Education for All." Statistical data are presented, showing that about 5 million of the 15 million children aged 6-10 years are out-of-school. In all, 74 percent of the country's population is illiterate. The primary strategy to address the program goals is a mass education program conducted by the government in literacy centers and by non-governmental organizations (NGOs) through Mass Education Through Small Local Organizations (METSLO). (EH)

ED 380 326 SO 024 201

Philippines. National Studies. Asia-Pacific Programme of Education for All.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Developing Nations; Educational Assessment; Educational Cooperation; Educational Planning; *Educational Policy; Educational Research; Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS- *Asia Pacific Programme of Education for All; *Philippines; UNESCO

This study examines the work of the Asia-Pacific Programme of Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional and national levels in the Philippines are examined with a view to achieving universal primary education; eradicating illiteracy; and providing continuing education in support of the above objectives. Chapters include: (1) "Achieving Education for All"; (2) "Policy and Planning"; and (3) "National Policy of APPEAL." Statistical data are presented, showing that over 7 million adults 25 years and above have not completed primary education. Further statistics show a shortage of classrooms, basic equipment, and furniture. Suggested strategies to address the program goals involve compulsory and free primary education; gradual universalization of secondary education; and free tuition and textbooks to primary and secondary students in public schools. (EH)

ED 380 327 SO 024 202

Thailand. National Studies. Asia-Pacific Programme of Education for All.
PUB DATE- 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Developing Nations; Educational Assessment; Educational Cooperation; Educational Planning; *Educational Policy; Educational Research; Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS- *Asia Pacific Programme of Education for All; *Thailand; UNESCO

This study examines the work of the Asia-Pacific Programme of

Themes identified in the report include: qualities of a good teacher, lasting images and the perceptions of others, students' views of inclusive environments, and students' views of how school prepared them for life. Student comments suggest that students' relationships with individual teachers were central to their school experiences. Good teachers were those who listened to individual students, showed their personal sides, allowed students to experience the curriculum individually, promoted peer relationships between students with and without disabilities, and recognized students' potential. The disabled students identified areas of needed attitude change and were in favor of inclusion. The report concludes with six questions that offer a guide for more actively involving students. An appendix describes the methodology of the qualitative research, which involved focus group interviews with 33 individuals with disabilities, from children to young adults. (Contains 33 references.) (JDD)

ED 379 886 EC 303 760

Carter, Susanne
School Based Assessment of Attention Deficit Disorders.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attention Deficit Disorders; *Educational Diagnosis; Elementary Secondary Education; Eligibility; *Evaluation Methods; Legal Responsibility; Prereferral Intervention; *Screening Tests; Student Characteristics; *Student Evaluation; Symptoms (Individual Disorders)

This paper analyzes and synthesizes information on assessment of attention deficit disorder (ADD), to provide guidance to states as they formulate policies and practices. The paper presents an overview of ADD from an educational perspective, focusing on student characteristics, developmental patterns, and coexisting disorders. Schoolwide assessment of all students is recommended, to screen for problems and to monitor individual social and academic progress. This schoolwide assessment would be followed by modification of learning environments, and subsequent individual evaluation of only those students in need of additional assistance. The paper identifies the best composition for a multidisciplinary assessment team, describes phases in the assessment process, and describes various strategies appropriate for individual student assessments in school settings. Instruments used in the assessment process are provided, including the Conflict Behavior Questionnaire, Skamp Rating Scale, Home Situations Questionnaire-Revised, School Situations Questionnaire-Revised, and Academic Performance Rating Scale. A brief paper by Jeanne M. Kincaid titled "Legal Considerations Pertaining to the Evaluation of ADD/ADHD" and a paper by Perry A. Zirkel titled "A Checklist for Determining Legal Eligibility of ADD/ADHD Students" are appended. A list of parent support groups and information centers concludes the paper. (Contains 26 references.) (JDD)

ED 379 887 EC 303 761

ED 379 904 EC 303 784

Shriner, James G.; And Others
State Practices in the Assessment of Outcomes for Students with Disabilities. Technical Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 91
NOTE- 180p.; For a related document, see ED 348 805.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; *Disabilities; *Educational Assessment; Educational Practices; Elementary Secondary Education; Evaluation Methods; Interviews; National Surveys; State Agencies; *State Programs; Student Educational Objectives; *Student Evaluation; *Student Participation
IDENTIFIERS- Testing Accommodations (Disabilities)

This technical report describes the methodology, results, and conclusions of a 1991 survey, which was conducted to determine state efforts to develop systems to assess educational outcomes, states' needs for solutions to technical/implementation problems, existing databases, and efforts of states to design a comprehensive system of indicators in general and special education. The survey involved interviews with 59 state directors of special education. The survey found that state-level data collection activities on children and youth with disabilities took place in the areas of academic achievement, participation, postsecondary status, attainment and retention, dropout and graduation, vocational skills, attitudes and aspirations, and functional life-maintenance skills. This report discusses who within the state agencies administered student outcome assessments, instruments used in achievement assessments, uses of outcomes information, guidelines in place for inclusion/exclusion of students with disabilities in assessments, accommodations made to include students with disabilities in general education assessments and alternative assessment procedures, barriers to outcomes assessment, and needs for assistance. Information is provided on practices or plans identified by states as particularly successful or innovative. Appendixes contain the survey protocol, a list of materials received from states, descriptions of academic achievement assessment activities, and descriptions of states' data collection activities concerning postsecondary experience. (JDD)

ED 379 905 EC 303 785

McGrew, Kevin S.; And Others
Matching Information in National Data Collection Programs to a Model of School Completion Outcomes and Indicators. Technical Report 7.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; *Graduation Requirements; Measurement

historical impact of the English language in different regions are reflected in present sociolinguistic situations. The functions of English may even determine which forms are used and accepted within a community. A central factor in the development of forms and functions of English in Africa is education. The chapters are: Chapter 1, "The Colonial Inheritance"; Chapter 2, "The Sociolinguistic Situation; Chapter 3, "Language Forms"; Chapter 4, "English in Education" (in Africa); Chapter 5, "English in African Literature"; Chapter 6, "Influence on African languages"; Chapter 7, "Attitudes towards English"; Chapter 8, "Language Policy and the Future of English in Africa"; and Chapter 9, "Problems and Perspectives of Empirical Research." (Contains 806 references.) (CK)

ED 379 924   FL 022 768

Martinez, Elizabeth
Syntactic Variation of Spanish in the United States.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Interviews; *Language Patterns; *Language Variation; Native Speakers; *Oral Language; Secondary Education; Secondary School Students; *Spanish; *Spanish Speaking; *Syntax
IDENTIFIERS- United States

A study of syntactic variation in Spanish spoken by native speakers in the United States examined patterns of variation in different areas of the country. High school students in larger Hispanic communities throughout the country were surveyed concerning their own and their parents' demographic characteristics and their Spanish speaking, listening, and reading patterns. All had been educated in English-language schools and lived in an English-dominant culture. Based on this information, 30 students were selected for further study. In interviews, students were presented with drawings indicating different sociolinguistic situations and asked to speak about similar personal experiences. The interviews, recorded and transcribed, were then analyzed for syntactic patterns. Three areas of variation were identified: (1) omission of certain elements, particularly articles, prepositions, pronouns, and to a lesser extent, conjunctions; (2) elements added unnecessarily, including prepositions, pronouns, and conjunctions; and (3) element misapplication, including prepositions, pronouns, conjunctions, adverbs, and adjectives. Examples of each pattern are offered. Results indicate similar patterns of variation in different geographic areas, and also show variations similar to those of Spanish-as-a-Second-Language learners. Contains 13 references. (MSE)

ED 379 925   FL 022 769

Dildine, Dana E.
Spelling Acquisition in the Elementary ESL Classroom.
PUB DATE- May 94
NOTE- 147p.; Master's Thesis, Arizona State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Data Interpretation;

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Contrastive Linguistics; Diachronic Linguistics; *Indo European Languages; *Language Classification; Language Research; *Linguistic Theory; Research Methodology
IDENTIFIERS- *Nostratic Hypothesis

A discussion of Indo-European languages proposes that this language family is not genetically isolated but is distantly related to certain other language families of northern and central Eurasia, the Indian subcontinent, and the ancient Near East. The history of research into this macrofamily of languages, termed Nostratic, is reviewed, with notes on methodology, theory, and evidence gathered to date. Salient characteristics of Indo-European (laryngeals, root structure patterning, verb morphology, noun morphology, vowel-gradation, consonant patterns) are outlined, then examined in relation to other Nostratic languages. The probable homeland and dispersal of the Nostratic languages are considered, with comparisons made between languages within the family, with reference to previous research in the field. It is concluded that it is no longer reasonable to assume that Indo-European is a language isolate. Further research is recommended both at the level of Proto-Nostratic and within each daughter language. A substantial bibliography is included (201 items), and maps and charts illustrating phonological and morphological correspondences between languages are appended. (MSE)

ED 379 945 FL 022 815

Cumming, Alister H., Ed.
Bilingual Performance in Reading and Writing.
PUB DATE- 94
NOTE- 378p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Bilingualism; College Students; Contrastive Linguistics; Cultural Context; English (Second Language); Higher Education; Interlanguage; *Language Processing; Language Proficiency; Language Research; *Literacy; Literacy Education; Phonology; *Reading Skills; Reading Strategies; Recall (Psychology); Second Languages; Technical Writing; *Transfer of Training; Translation; Writing (Composition); *Writing Skills; Writing Strategies
IDENTIFIERS- *Biliteracy

A collection of essays on bilingualism and its relationship to development of reading and writing skills includes: "Awareness of Text Structure: Effects on Recall" (Patricia L. Carrell); "Second-Language Readers' Memory for Narrative Texts: Evidence for Structure-Preserving Top-Down Processing" (Yukie Horiba, Paul W. van den Broek, Charles R. Fletcher); "The Relationship Between First- and Second-Language Reading Comprehension of Occupation-Specific Texts" (Janet Donin, Maria Silva); "Phonological Recoding in the First- and Second-Language Reading of Skilled Bilinguals" (Norman Segalowitz, Martine Hebert); "Language Proficiency, Writing Ability, and Composing Strategies: A Study of ESL College Student Writers" (Ann Raimes); "Writing Expertise and Second-Language Proficiency" (Alister Cumming); "Effects of First Language on Second-Language Writing: Translation versus Direct Composition" (Hiroe Kobayashi, Carol Rinnert); "Evidence of Transfer and Loss in Developing Second-Language Writers" (Joan Eisterhold Carson, Phyllis A. Kuehn); "Orality/Literacy and Group Differences in from ESL classes and from an immigrant/refugee health program illustrate concepts throughout. An introductory chapter outlines the purpose and use of the guidebook and discusses briefly the role of the ESL teacher. The second chapter discusses the objectives of, need for, difficulty of, and key messages about AIDS education. The next chapter looks at AIDS education in a multicultural context, as both a multicultural health issue and a sexuality issue. Chapter 4 presents a variety of alternative techniques and approaches to AIDS education in the ESL classroom. Substantial appended materials include sample classroom exercises, supplementary materials, and lists of resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 964 FL 800 896

Weinstein-Shr, Gail, Ed.; Quintero, Elizabeth, Ed.
Immigrant Learners and Their Families: Literacy To Connect the Generations. Language in Education: Theory & Practice 84.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum Design; Family Programs; *Family Role; *Immigrants; *Intergenerational Programs; *Literacy Education; Personal Narratives; Program Descriptions; *Program Design; Program Evaluation; Student Journals

Teachers' and developers' descriptions of intergenerational literacy programs for immigrants are collected here. Topics addressed include appropriate program design, the quality of intergenerational collaboration, student journals, learner-centered curriculum design, traditional and personal storytelling as a literacy approach, education and refugee experiences, student and program assessment, and the benefits of intergenerational programs. Articles include: Program Design: Focus on Collaboration"; "Literacy Program Design: Reflections from California" (Grace D. Holt, Daniel D. Holt); "Lessons in Collaboration: An Adult Educator's Perspective" (Jessica Dilworth); "Connecting Through Culture Brokers: Promise and Pitfalls" (Nora Lewis, Cecilia Varbero); "Family Collaboration in Children's Literacy: When Journals Travel Home" (Daniel J. Doorn); "Curriculum: Drawing on Learner Strengths"; "From Deficit to Strength: Changing Perspectives on Family Literacy" (Elsa Roberts Auerbach); "Memories of Miami in the Family Literacy Class" (Loren McGrail); "Literacy from Within: the Project FIEL Curriculum" (Ana Huerta-Macias); "Our Stories To Transform Them: A Source of Authentic Literacy" (Maritza Arrastia); "Where We Are, Where We're Going"; "Learning from Uprooted Families" (Gail Weinstein-Shr); "Evidence of Success: Learner Assessment and Program Evaluation in Innovative Programs" (Heidi Spruck Wrigley); and "Magic and Risk: Lessons for the Future" (Elizabeth Quintero). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 965 FL 800 897

Holt, Grace Massey
Teaching Low-Level Adult ESL Learners. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

NOTE- 26p.; Cover title is: State-Funded Student Assistance Report.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS- Expenditures; *Grants; Higher Education; Incidence; Minority Groups; *Scholarships; Sex Differences; *State Aid; State Legislation; State Programs; Student Characteristics; *Student Financial Aid
IDENTIFIERS- *Colorado

This report summarizes Colorado student aid program expenditures for the 1993-94 fiscal year. The Colorado General Assembly provided $42,235,123 for Colorado student aid programs for the 1993-94 fiscal year, an increase of 13.45 percent over 1992-93. This included money for need-based grants, merit-based grants, work-study, diversity grants, matching funds for the federal Perkins Student Loan Program and State Student Incentive Grants, nursing scholarships, and other categorical programs. In 1993-94, 34,726 students received 44,089 state awards, with an average of $1,008 per award. Minority students comprised 27.9 percent of student aid recipients, and received 31.8 percent of state aid funds. Most recipients were full-time students (91.8 percent), Colorado residents (97.5 percent), independent students (54.3 percent), public institution students (89 percent), and female (56.3 percent). Two appendixes list participating higher education institutions and outline the 1993-94 state legislature's Long Bill Reconciliation for student aid program expenditures. (MDM)

ED 379 985 HE 028 086

Tuition and Fees at Colorado Public Colleges and Universities, 1994-95.
PUB DATE- Dec 94
NOTE- 46p.; For the 1993-94 report, see ED 367 235.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); Educational Policy; *Fees; Higher Education; *State Colleges; *State Legislation; State Regulation; *Student Costs; Student Financial Aid; *Tuition
IDENTIFIERS- *Colorado

This report describes recent changes in the tuition and fee policies of the Colorado Commission on Higher Education (CCHE) and the compliance of 1994-95 tuition rates with CCHE policy and state legislation requirements. In May 1994, the Colorado General Assembly passed House Bill 94-1362, directing CCHE to adopt policies concerning mandatory student fees, including a 30-day notification of any fee assessment or increase, a minimum level of student involvement in the assessment and use of fees, and the establishment of a fee policy for each higher education institution. A CCHE review assessed governing board compliance with tuition and fees policy and student financial aid policy. The review found that, overall, governing boards were in compliance with the state legislation. An appendix contains 11 tables that present: (1) full-time tuition rate increases; (2) undergraduate tuition as a percentage of cost; (3) a 5-year comparison of undergraduate tuition rates; (4) full- and part-time undergraduate tuition rates; (5) graduate tuition rates; (6) mandatory student fees; (7) institutional comparison of mandatory fees; (8) institutional comparison of total tuition and fees; (9) expenses for room, board, and health insurance; (10) new mandatory student fees; and (11) corporately-specific systems and be either upgradeable or downgradeable to the level of technical support available at future places of employment. A means should be available for determining when a development of considerable significance has occurred that renders existing methods obsolete. Faculty members need to become literate in computer skills and their application, and institutions need to provide convenient access to equipment and training and to nurture contacts between faculty and the practitioners in their fields to develop communication and learning pathways. The appropriateness of making learning fun through technological "edutainment" is questioned, as this may create students who later become employees resistant to working when the work is not fun. (JDD)

ED 380 005   HE 028 120

Serafin, Ana Gil
Educational Leadership: An Alternative for Graduate Studies in Education.
PUB DATE- 16 Nov 93
NOTE- 21p.; Paper presented at the Annual Meeting of Graduate Studies Programs at the Instituto Pedagogico de Barquisimeto, Universidad Pedagogica Experimental Libertador (Barquisimeto, Venezuela, November 16, 1993).
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Administration; Foreign Countries; Graduate Study; Higher Education; *Leadership; *Leadership Training; Schools of Education; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- *Venezuela

This paper offers a rationale and a design for a graduate program in Educational Leadership to be implemented in Venezuelan universities. The rationale for the program points out that schools are the main source of leadership development, and teachers and administrators need to be aware of their leadership roles and their roles as agents of societal change. The new program aspires to break the old paradigm of educational management and educational administration which is not responding to the new imperatives of societal change. The paper examines the development of leadership theories and models, discusses the socioeducational implications of the current state of the art in education, analyzes the feasibility of designing and implementing a postgraduate career in Educational Leadership, and proposes some indicators that may delineate the curriculum design of a graduate program in Educational Leadership. (Author/JDD)

ED 380 006   HE 028 121

Serafin, Ana Gil
Future Analysis of Contemporary Leadership Theories: Generating Research in the Field.
PUB DATE- Oct 93
NOTE- 13p.; Paper presented at National Encounter of Research in Postgraduate Studies (Guatamare, Venezuela, October 1-2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; Higher Education; *Leadership;

distribution of students in a particular income group across institutional types and to examine the income distribution of students attending a particular type of institution. Results showed that, while the share of middle income students in all of higher education declined, in 1980 21.5 percent of middle income students were enrolled at private, four-year colleges and universities and in 1993, 21.2 percent were in those institutions. Low income students were increasingly represented at public two-year colleges, while representations of middle and upper income students in these colleges declined. Also the number of middle income students at public two-year institutions has declined and the number at public four-year institutions has increased. Private four-year colleges have been enrolling a declining share of upper income students, and public colleges' share of wealthier students has increased. Thus private colleges have a steady proportion of middle income students but a decline in upper income students. (JB)

ED 380 025 HE 028 141

Cockriel, Irv; Kellogg, Karen Ondercin
Fund Raising: Building Constituency Groups in Student Affairs.
PUB DATE- Nov 94
NOTE- 19p.; Paper presented at the West Regional Conference of the National Association of Student Personnel Administrators (Aspen, CO, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; College Administration; College Students; Donors; Extracurricular Activities; *Fund Raising; Higher Education; *Private Financial Support; *School Funds; *Staff Role; Student Personnel Services; *Student Personnel Workers
IDENTIFIERS- *Constituency Development; Development Officers (College); Student Activity Directors

This paper looks at the role of student affairs departments in fund raising, educating current college students about philanthropy, and alumni who were past participants in student affairs activities. The central thesis of the paper is that, because student affairs departments are particularly vulnerable to funding cuts, they should increase their own fund raising efforts, and the more students understand about philanthropy and loyalty to the institution the easier it will be to get them to make gifts as alumni. The paper discusses student involvement in co-curricular activities and the resulting close relationship with student affairs staff; examines cooperation between development and student affairs departments; notes that student affairs staff members are an ideal group of professionals to involve in fund raising activities because they have many skills applicable to development work; explores the changing role of student activities advisors and their potential participation in fund raising; and defines the constituency group in student affairs as being composed of alumni who were involved in student affairs, current students, and incoming students who may become involved. The paper closes with specific recommendations for collaboration with development department colleagues. (Contains 29 references.) (JB)

ED 380 026 HE 028 142

Higher Education Tuition and State Grants. Report 94-04.

gathered data on demographic characteristics, medical education characteristics, practice setting characteristics, and specialty practice characteristics. Highlights of survey findings include: (1) physicians are distinctively male (78 percent) and white (76 percent); (2) minority respondents included Asian (17 percent of all physicians), Black (4 percent), Hispanic (4 percent), and Native American (0.2 percent); (3) the mean age was 47, and nearly two-thirds were under age 50; (4) 51 percent were practicing in the 5 boroughs of New York City; (5) 72 percent were U.S. citizens; (6) 52 percent were New York State medical graduates; (7) 41 percent of New York State medical school graduates practiced in New York State while 23 percent practiced in another state and 35 percent practiced in another country; (8) solo practitioner practices amounted to 32 percent, with group practice comprising 21 percent and hospital staff comprising 19 percent; (9) the largest principal specialty was general internal medicine, followed by psychiatry, general pediatrics, family practice, obstetrics and gynecology, and general surgery; (10) over two-thirds were American Board certified; and (11) the majority of physicians in most specialties received their medical education in the United States but the majority of physicians in general practice or physical medicine graduated from foreign medical schools. Appendixes provide a copy of the survey instrument and a map of New York State regents regions. (JDD)

ED 380 045   HE 028 199

Patton, Carl V.
Review of Architecture and Related Disciplines in the State University System of Florida.
PUB DATE- Feb 95
NOTE- 109p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Architectural Education; College Faculty; College Programs; College Students; Construction Management; Consultants; Educational Facilities; Employer Attitudes; Higher Education; Interior Design; Program Evaluation; *Program Improvement; *State Universities; Urban Planning
IDENTIFIERS- Florida; *State University System of Florida

This review of architecture and architecture-related programs in the State University System of Florida consists of summaries of individual university consultant reports for three institutions visited, overviews based on status reports for programs not visited, and consultant recommendations regarding system-wide issues. Site visits took place at the architecture program and construction engineering technology program at Florida A & M University, the University of Florida's architecture program, and Florida International University's architecture and construction management programs. Status updates are provided for urban planning programs at Florida Atlantic University and Florida State University and for interior design programs at Florida State University and Florida International University. System-wide issues that are discussed include: inter-university cooperative programs; a 5-year bachelor's of architecture degree; and the need for demand studies and control totals. More detailed consultant reports concerning each program are then presented, focusing on program characteristics, students, faculty, and facilities and resources. Appendixes offer a curriculum vitae of the lead consultant, a list of architecture program review coordinators, and results of a Florida employer environment, and presents some general tips on choosing and manipulating audio elements. Topics include: foundations of multimedia; general properties of sound and perception; and audio elements in multimedia production: speech, sound effects, and music; silence; the roles of audio: picture defines sound, sound defines picture, sound parallels picture, and sound counterpoints picture. Contains 14 references. (DGM)

ED 380 064 IR 016 985

Delicio, Gail; Reardon Linda
The Evolution of a Drawing.
PUB DATE- 95
NOTE- 8p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Expression; Artists; *Childrens Art; Cognitive Processes; Computer Assisted Testing; *Creative Development; Freehand Drawing; *Knowledge Representation; Synthesis; *Verbal Communication; *Visual Perception

Does a drawing embody the form and focus of what the artist actually sees, or instead, is it only after seeing the finished drawing that the artist knows the true meaning of his or her visual experience? It is the knowledge of the visual experience that drives the representation of it. Knowledge of the visual experience is present in varying degrees, contains the defining characteristics and distinctive features of what is seen, but may not be readily accessible in its entirety at all times. To study this concept, the perceptual and cognitive activities of two children were recorded as they made drawings on paper attached to a computer digitizing board. Analysis of verbal and visual protocols synchronized in real time allowed inferences to be made about the artists' judgments as they drew. It was found that the most powerful force guiding the evolution of a drawing is not the concept of the representation of what is seen, but rather the sense of organization and balance of that representation on the picture surface which inspires the artist to give form to meaning. (DGM)

ED 380 065 IR 016 986

Grady, Ann M.
Layered Worlds: A Metaphor of Time, Visualizing the Experience of Alzheimer's.
PUB DATE- 95
NOTE- 6p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alzheimers Disease; *Art Expression; Artists; Caregivers; Family (Sociological Unit); Memory; Metaphors; Patients; *Photography; Time Perspective
IDENTIFIERS- Visual Imagery

This paper describes an exhibit, "Layered Worlds: The Look of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age; *Art Criticism; Art Education; *Chinese; Cultural Influences; *Data Interpretation; Ethnicity; Foreign Countries; Imagery; Professional Occupations; *Reader Response; *Reader Text Relationship; Sex; Visual Arts; Visual Literacy
IDENTIFIERS- *Book from the Sky (A); China; Gender Issues; United States

This study applies reader-response criticism to investigate subject positions of gender, age, ethnicity, and profession through the poststructural analysis of an art work entitled "A Book from the Sky," and examines the relationship among viewer, text (the art work), and artist. A description of the art work is provided as an introduction. The study's general concern is "What meanings do viewers with different ethnicity, gender, age, and profession construct from viewing this work of art?" The study compares the similarities and differences of the interpretations given by United States (novice) viewers and Chinese (expert) critics; ascertains the author's intention in making the "Book"; compares his intention with viewer reactions; and describes the codes in the "Book." An introduction to the Chinese language is provided, and the following language codes are defined: images; sounds; radicals; grammar. Three illustrations of the "Book" are provided. (Contains 39 references.) (MAS)

ED 380 083 IR 017 004

Metallinos, Nikos
The Syntax of Moving Images: Principles and Applications.
PUB DATE- 95
NOTE- 18p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Communications; Film Production; Films; Foreign Countries; Graphic Arts; *Imagery; *Mass Media; *Motion; Photographs; Syntax; *Television; Time; Visual Aids; Visual Arts
IDENTIFIERS- Movement (Visual Arts); *Visual Imagery

This paper examines the various theories of motion relating to visual communication media, discusses the syntactic rules of moving images derived from those of still pictures, and underlines the motions employed in the construction of moving images, primarily television pictures. The following theories of motion and moving images are presented: Real Movement Theory; Induced Movement Theory; Apparent Movement Theory; and Phi Phenomenon Movement. Time is the essence of change sequence or motion, and is explored in terms of physiological, objective, and emotional, subjective, or psychological types of time. All pictures are icons by definition, and the iconic level of moving images is discussed. Points of view in constructing visual images include the objective, subjective, and medium creative approaches, and the three types of motions used in the construction of television imagery are primary, secondary, and tertiary. Additional types of motion include movement of the performers or objects themselves in their

DESCRIPTORS- Community Services; Library Administration; Library Equipment; Library Planning; *Library Services; *Library Standards; *Needs Assessment; Outreach Programs; *Public Libraries; User Needs (Information); *Youth Programs
IDENTIFIERS- American Library Association; Americans with Disabilities Act 1990; *New York; Output Performance Measures

These standards provide measures for evaluating communities' needs for public library services, and summarize the essentials for quality service for youth and those who work with youth. New management tools, specifically guides for planning and role setting and manuals for defining output measures, the challenge of electronic access, as well as the State of New York mandate that public libraries provide Outreach Services necessitated a revision of standards. Forty-two standards are divided into the following chapters: "Philosophy of Service"; "Recommendations for Planning for Public Library Service for Youth"; "Recommendations for Staffing for Public Library Service for Youth"; "Recommendations for Service for Children"; and "Recommendations for Service for Youth Adults." Appendices include a list of the Standards; a discussion of the effect of the Americans with Disabilities Act on library services for youth; a summary of the planning process; a chart illustrating developmental characteristics of youth and their relationship to library services; the American Library Association competencies for librarians serving children and youth; recommendations on furniture and equipment for children; and minimum standards for public libraries in New York State. (Contains 31 references.) (AEF)

ED 380 102 IR 017 031

Education and Cultural Heritage: Solid Partners for the NII. Current and Emerging Projects and Approaches. Project Descriptions.
PUB DATE- 14 Jan 95
NOTE- 44p.; Booklet produced for a panel discussion, "Education and Cultural Heritage," held in conjunction with the National Conference of the Getty Center for Education in the Arts (Santa Monica, CA, January 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Cultural Background; Educational Change; Educational Innovation; *Educational Technology; Elementary Secondary Education; Fine Arts; Higher Education; Integrated Activities; Intellectual Property; *Program Descriptions; *Technological Advancement
IDENTIFIERS- Getty Center for Education in the Arts; *National Information Infrastructure

This booklet, distributed at a meeting, contains project descriptions from each participating organization and fact sheets on the Getty Art History Information Program's (AHIP's) initiatives. Held in conjunction with a national conference on transforming education with the arts, the discussion was conducted by representatives of many projects and institutions that are currently using technology to expand educational programming beyond the walls of the traditional classroom and that are investigating the educational impact of the National Information Infrastructure (NII). The meeting occurred at a time when serious questions of intellectual property rights, quality, access, and availability impede the potential benefits that the arts can offer education. Participants shared ideas

ED 380 119 IR 055 422

Driessen, Karen C.; Smyth, Shelia A.
A Library Manager's Guide to the Physical Processing of Nonprint Materials. The Greenwood Library Management Collection.
PUB DATE- 95
NOTE- 241p.; Sponsored by Online Audiovisual Catalogers, Inc. (OLAC).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Audiotape Recordings; Cataloging; *Decision Making; Films; *Guidelines; Information Technology; Librarians; Library Catalogs; Library Development; *Library Materials; *Library Technical Processes; Maps; Multimedia Materials; *Nonprint Media; Videotape Recordings
IDENTIFIERS- Packaging

The librarian is presented with a foundation for decision making as it relates to the physical processing of nonprint materials, and with a demonstration of how these decisions move from theoretical to practical physical processing issues. Such issues include packaging and repackaging; treating accompanying materials; labeling; preparing circulation pockets and date due notices; using and placing barcodes and security strips; and others. Solutions are provided for the questions raised by librarians and catalogers who wish to enhance the accessibility of nonprint material for the user and at the same time ensure the security and physical protection of the material. The information is presented in two parts. Part I provides the background and interpretations for making sound processing decisions. The chapters are as follows: "The Foundation for Decision Making" and "Options for Physical Processing." Part II presents a manual of guidelines and options which are relevant for specific kinds of nonprint material; chapters are: "Cartographic Materials"; "Sound Recordings"; "Motion Pictures and Videorecordings"; "Graphic Materials"; "Computer Files"; "Three-Dimensional Artifacts and Realia"; and "Kits and Interactive Multimedia." An appendix provides processing suppliers and products. The text is illustrated with 103 figures. (Contains 60 references.) (Author/AEF)

ED 380 120 IR 055 423

Lukenbill, W. Bernard
Erotized, AIDS-HIV Information in Court: A Study in State Censorship, Cultural Resistance, and First Amendment Issues Affecting Information Delivery in Information Centers.
PUB DATE- 14 Feb 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; *Acquired Immune Deficiency Syndrome; *Behavior Standards; Cable Television; *Court Litigation; Cultural Influences; Health Materials; Physical Health; Sex Education; Sexuality; Social Behavior; Values
IDENTIFIERS- Texas (Austin)

This study analyzes court records of a county-level trial in Austin, Texas, in which eroticized AIDS-HIV safer-sex

Librarian-Teacher Partnerships: An Annotated Bibliography.
PUB DATE- 25 Feb 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; Active Learning; Annotated Bibliographies; Assignments; *Course Integrated Library Instruction; Critical Thinking; Curriculum Development; Developmental Studies Programs; English (Second Language); Experiential Learning; Instructional Design; Learning Strategies; Lecture Method; *Librarian Teacher Cooperation; Library Research; Library Services; *Library Skills; Student Projects; Student Research; *Teaching Methods; Team Teaching

This annotated list of 23 journal articles and documents provided focuses on faculty-librarian collaboration in bibliographic instruction (BI) at academic libraries. Topics including the following: BI for developmental and English-as-a-Second-Language (ESL) students; faculty and librarian collaboration on the design of BI assignments; the teaching of critical thinking skills with course-integrated BI; a BI program based on an experiential learning theory; a library reading project in which ESL students gained library skills while completing a research assignment; the incorporation of active learning techniques with BI; librarian and teacher collaboration in the development of an interdisciplinary course; the combination of lectures and library resources use as a means to increase student confidence; transferable methods for teaching the research process; team-teaching experiences with BI and basic writing classes; librarians pairing up to provide BI; the need for improved communication between faculty and librarians; cognitive development research studies; strategies for reducing students' anxiety over library research; library instruction in a writing program; learning theories useful for increasing effectiveness of BI; methods for establishing librarian-faculty partnerships; an overview of the collaborative learning method of teaching; BI in a developmental studies program; librarian faculty cooperation for English 101; a library instruction program for academically varied students; and the incorporation of collaborative learning strategies into a library instruction program. (AEF)

ED 380 138 IR 055 442

Fretwell, Gordon, Comp.; Kyrillidou, Martha, Ed.
ARL Annual Salary Survey, 1994.
PUB DATE- Jan 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Employment Experience; Foreign Countries; Geographic Regions; Higher Education; Law Libraries; *Librarians; Medical Libraries; Minority Groups; *Professional Personnel; *Research Libraries; *Salaries; Surveys; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada

Salary and related data is reported for 8,216 professional staff members in the 108 university Association of Research Libraries (ARL) member libraries, including law and medical libraries. Data, summarized in 42 tables, includes: filled positions; average, median, and beginning professional salaries; average

DESCRIPTORS- *Academic Achievement; *College Bound Students; *College School Cooperation; Community Colleges; Consortia; High Schools; High School Students; *Outcomes of Education; Partnerships in Education; *Program Effectiveness; *Technical Education; *Tech Prep; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- Community College of Rhode Island

The Community College of Rhode Island (CCRI), in collaboration with the Rhode Island Department of Elementary and Secondary Education, developed a consortium which introduced tech prep to over 75% of the high schools statewide. The Tech Prep Associate Degree (TPAD) Program provides students with a concrete program of study which begins in 11th grade and concludes with the attainment of a two-year college degree. To assess the effectiveness of tech prep, quantitative and qualitative data were collected comparing tech prep and non-tech prep students. The data were collected through an examination of school records; on-site, informal interviews; and random telephone surveys. Of the 34 high schools participating in the TPAD program during 1993-94, 24 were involved in the study. The final high school student sample was composed of 1,115 11th and 12th grade tech prep students, and 235 non-tech prep students. Study findings included the following: (1) although TPAD students scored significantly lower than the comparison group prior to their participation in the program, they attained significantly higher grade point averages (GPAs) after their TPAD participation; (2) there was no significant difference between the graduation rates of the TPAD and non-TPAD students; (3) the postsecondary participation rate of TPAD students (60%) was higher than that of non-TPAD students (38.5%); (4) non-TPAD and TPAD students performed about the same in their first year of postsecondary education; and (5) 63% of high school students reported that TPAD had increased their motivation and that their grades had improved since they began their participation. (MAB)

ED 380 156 JC 950 142

Dolloph, Frances; And Others
Meeting the Needs of a Rural Community for Registered Nurses.
PUB DATE- 10 Feb 95
NOTE- 18p.; Paper presented at "Workforce 2000," the Annual Conference on Workforce Training of the League for Innovation in the Community College (3rd, San Diego, CA, February 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Educational Finance; *Labor Needs; Needs Assessment; *Nursing Education; Nursing Homes; Partnerships in Education; Program Descriptions; *Program Development; *Program Implementation; *Rural Education; Rural Extension; Two Year Colleges

In 1988, Shepherd College-South Branch (SC-SB), a rural institution serving primarily place-bound adults, began offering non-nursing courses that would transfer to three regional nursing programs. Student requests, however, and a recognized shortage of registered nurses led to the establishment of a two-year rural nursing program in 1993. A county commission was established to determine possibilities for funding, and SC-SB hired a nursing faculty member from the main campus to assess needs and resources. It was determined advances in hardware/software; (4) the role of faculty will also shift in focus from the delivery of content to value added through human contact, group interaction, discussion, and team learning; (5) faculty will need to become involved in multimedia as consumers and developers; (6) businesses are likely to gain the right to offer credentials by proving competency-based outcomes; (7) the traditional process of funding education based on fixed seat time will have to become more flexible to compete on the open market; and (8) the primary customers for community colleges will be those who do not have access to technology or are not educationally prepared to be independent learners. (KP)

ED 380 173   JC 950 162

Graduate Follow-Up Report, Wisconsin Technical College System Board. 1993-94.
PUB DATE- Apr 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Vocational Education; *College Graduates; Community Colleges; *Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Program Evaluation; Questionnaires; Salaries; State Surveys; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- *Wisconsin

Each year, a follow-up study is conducted to gather data on the activities and perceptions of students approximately six months after their graduation from Wisconsin's Technical Colleges (WTC). Specifically, the survey seeks to identify the current activities of WTC graduates, determine the extent to which current activities are related to the graduates' educational programs, and provide data to inform career awareness and planning efforts. In 1994, the 16 colleges in the WTC system surveyed 15,802 graduates from 1993-94. Responses were received from 13,142 (83%) graduates and were compiled into a statewide report. Results of the study included the following: (1) 59.9% of the graduates were female, while minorities represented 7.1% of the respondents; (2) of the respondents in the labor force, 94% were employed and 80% of these graduates were in jobs related to their training; (3) graduates of the agribusiness program had the highest percent employed rate at 89%, followed by health and home economics at 85% each; (4) the median monthly salary for all 1993-94 graduates was $1,559; and (5) graduates from the technical instructional division had the highest median salary at $1,863, followed by those from the service division at $1,788 and those from marketing at $1,730. Includes a systemwide table by program title of the number of graduates, number of responses, number employed, the percentage of jobs related to training, monthly salary range and median, and average hours per week. The survey instrument is appended. (KP)

ED 380 174   JC 950 163

Yao, Min
British Columbia Adult Basic Education Student Outcomes Report: 1993-94 Pilot Project.
PUB DATE- 31 Mar 95
NOTE- 97p.

Martini, Mary
Learning What To Say and When To Say It in the First Days in Preschool.
PUB DATE- 78
NOTE- 33p.; Paper presented at a Meeting of the Kamehameha Early Education Program, Training and Dissemination Department (Honolulu, HI).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Child Language; *Classroom Communication; Communication Skills; Language Patterns; Language Proficiency; *Language Skills; *Language Usage; Parent Child Relationship; *Preschool Children; Preschool Education; *Teacher Behavior; Teacher Influence; Teacher Role; Teacher Student Relationship; Written Language
IDENTIFIERS- Hawaii

Noting that many instructional routines discourage complex thought and language, a study examined how teachers and children used language in the first 3 weeks in 3 preschools. Specifically it explored how teachers talk to children, what teachers ask children to do with language, and what children say in school. The language features of teacher-child and parent-child interaction were contrasted. Teachers use simplification techniques to direct and monitor a child's actions, and the child does not think or talk in complex ways, usually responding in fragments. In a transcribed videotaped interaction, 80 percent of a teacher's talk consisted of directing and monitoring, while 20 percent conveyed or elicited new information. In adult-child interaction, adults convey new information by describing and demonstrating, by explaining their thought processes, and by asking open-ended questions. Children also ask questions of adults. Both use complex language uttered in complete sentences. In a taped example, 60 percent of the utterances conveyed and elicited information. However, videotapes of classroom interaction during the first 3 weeks of school showed that the classroom teachers exhibited many of the behaviors of the single teacher-child interaction. Teacher-student interactions were asymmetrical, with students following the teacher's agenda. These characteristics suggest that many complex language functions from homes do not thrive at schools. (Transcripts and tables of complexity of videotaped interactions are included.) (TM)

ED 380 192 PS 022 983

O'Brien, Leigh M.
Turning My World Upside Down or How I Learned To Question Developmentally Appropriate Practice.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Case Studies; Developmental Programs; Ethnography; Low Income Groups; *Preschool Children; Preschool Education; *Preschool Teachers; Socioeconomic Status; *Teacher Attitudes; *Teacher Background
IDENTIFIERS- *Appalachia; *Developmentally Appropriate Programs; Project Head Start

In the course of an ethnographic case study of a rural, Appalachian Head Start program, the researcher became and within 2 years, 50 villages had asked for the creation of a village school. The achievements of the organization discussed in the next three chapters concern: ensuring respect for the equality of sexes among the pupils, motivating national and international non-governmental organizations operating in this field in Mali, and inspiring programs initiated by the government. One of the several questions raised in the chapter entitled "Prospects for the Future" concerns the future of Mali children when they leave the village schools. Included in the booklet are descriptions of some specific features of the Mali branch of Save the Children/USA. (BAC)

ED 380 210 PS 023 039

Guttman, Cynthia
On the Right Track: Servol's Early Childhood and Adolescent Development Programmes in Trinidad and Tobago. Education for All: Making It Work. Innovations Series, 5.
PUB DATE- 94
NOTE- 37p.; Photographs may not copy well. For other documents in this series, see ED 369 535 and PS 023 036-308.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; Childhood Needs; *Community Involvement; Community Organizations; *Disadvantaged Youth; *Early Childhood Education; Early Parenthood; Foreign Countries; Literacy Education; Parent Child Relationship; Program Descriptions; *Vocational Education; Youth Problems
IDENTIFIERS- Adolescent Attitudes; *Servol; *Trinidad and Tobago

Born in the aftermath of social upheaval in 1970, Servol (Service Volunteered for All) is a grassroots community development organization working with preschoolers and adolescents in the Caribbean nations of Trinidad and Tobago. This booklet describes the efforts and successes of this program, founded through the intervention of a Catholic priest and science teacher. The introductory chapter provides an overview of Servol and its three programs. The second chapter describes the circumstances that led to the creation of Servol; the third chapter discusses its relevance in the current national context. The next chapters describe: (1) the Life Centers, which put into action the idea of integrated education; (2) the Adolescent Development Program (ADP), which serves the emotional, psychological, educational, and vocational needs of adolescents; (3) the training of ADP instructors; (4) Fund Aid, the credit arm of Servol; (4) the Early Childhood Education Program (ECEP), which is parent-oriented and community-based; (5) the preschool teacher-training course; (6) collaboration with the government for funds; (7) funding from the private sector and the work of the life centers; (8) the relationship between the board of education and the community; and (9) replicating the Servol experience in the formal education system. The concluding chapter stresses the need for a responsive society in which education is supported by the community. Three features of the booklet are a description of how adolescent peer counseling works, the effects of inappropriate parenting practices, and the importance of dramatic play in early childhood programs. Milestones in the evolution of the Servol program are also listed. Contains 21 references. (BAC)

ED 380 211 PS 023 042

Student Relationship; *Partnerships in Education; School Community Relationship; *Student Needs
IDENTIFIERS- *Family Literacy; Family Resource and Support Programs; Family Support

Parent involvement in their children's schooling declines dramatically as students move through middle school and high school, though students still want and need their parents' help to reach educational goals. This newsletter presents several articles on partnerships between schools and families and between families and community programs. The title article describes a collaborative effort at six schools to identify parent-school partnership practices that are appropriate at the high school level, how the schools can develop and implement such practices, and how the practices actually affect those involved. The remaining articles are: (1) "Small Wins of Family Literacy Programs Can Be Extended into Middle Schools"; (2) "How Parent Centers Strengthen Family, School, and Community Relationships in Four Urban Schools"; (3) "A Manual Provides Guidelines for Coaching in Community Programs"; and (4) "Moving toward Comprehensiveness in Integrating Family Services through Collaboration and Empowerment: How Are We Doing?" (HTH)

ED 380 230 PS 023 102

Connors, Lori J.
Project SELF HELP: A Family Focus on Literacy. Report No. 13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 39p.; For a related document, see ED 343 716.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Literacy; Adult Reading Programs; Adults; Basic Skills; Beginning Reading; Elementary Education; Elementary School Students; Family (Sociological Unit); *Literacy Education; Parents; Preschool Children; Preschool Education; *Program Evaluation; *Reading Improvement; Summer Programs
IDENTIFIERS- Emergent Literacy; *Family Literacy; Program Characteristics; *SELF HELP Program MD

This report describes an evaluation of Project SELF HELP, a school-based family literacy program serving parents and other caretakers, elementary school age children, and preschool children 2 days per week during the school year. A summer reading program was also available to families. The evaluation was conducted in 1992-1993 to inform program design and implementation, and to study the effects of the program on individuals and families. Parent literacy was assessed using tests of basic skills in math, reading, and spelling, and functional literacy in reading/life skills and math. The adults also completed assessments of their home educational environment and beliefs about their parenting role. Preschool children were assessed for reading readiness, comprehension, receptive vocabulary and letter recognition. Grades, attendance, teacher materials, and observations of program components were also used in the evaluation. Results indicated gains in mean scores on all measures of literacy and math for adults in the program. The preschool children, on average, made gains on all literacy assessments from fall to spring. Report card grades improved in reading, language, and math. For elementary school children attending the summer reading program, reading scores improved from spring to the end of

Policy; Refugees; Social Services; State Programs
IDENTIFIERS- *Access to Health Care

This handbook contains five research papers and extensive reference materials on general immigration, immigrant policy, and related federal and state programs. "Immigration and Immigrant Policy" (Jonathan C. Dunlap) presents an historical overview of U.S. immigration, 1820s-1980s; defines various immigrant statuses and eligibility of each for federal programs; and describes the roles and responsibilities of federal, state and local governments, and the courts. "Health Care Issues for New Americans (Jonathan C. Dunlap, Fay Hutchinson) discusses immigrants' access to health care, public health issues related to immigration, mental health of refugees, and language and culture issues in service delivery. "Employment and Training Programs for Immigrants and Refugees" (Ann Morse) describes the Job Training Partnership Act and other federally funded training programs for disadvantaged adults and youth, training programs targeted at specific immigrant populations, licensing of foreign-born professionals, and unmet needs for English classes and other educational services. "Community Relations and Ethnic Diversity" (Ann Morse, Jonathan Dunlap) discusses public opinion about immigration, cultural diversity, and assimilation; language issues; community coalitions; incentives for citizenship; multilingual outreach programs; and mass media effects. "Federal Retrenchment, State Burden: Delivering Targeted Assistance to Immigrants" (Wendy Zimmerman) examines concentrations of immigrants and refugees in certain states; state costs; reductions in public assistance, language and job training, and health and social services; and implications for policy reform. Appendices contain a chronology of federal immigration legislation and a directory of immigrant policy contacts by state. This handbook contains 70 selected references, additional references in each chapter, and an index. (SV)

ED 380 247   RC 019 980

Organizations and Resources for Educators of Native Americans in the North Central Region.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 53p.; Cover title varies: "Native Education Resources in the North Central Region: 1994."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Education; American Indian Reservations; Colleges; Community Programs; *Educational Resources; Elementary Schools; Elementary Secondary Education; Federal Programs; Higher Education; Museums; *Organizations (Groups); Private Agencies; *Public Agencies; *Resource Centers; Secondary Schools; State Programs; *Tribes
IDENTIFIERS- Native Americans; Native Education Initiative; *United States (North Central)

This Native American education resource guide lists tribal, state, federal, and community-based agencies and organizations active in the North Central region including Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Addresses are included for: (1) national associations, organizations, clearinghouses, and centers; (2) Bureau of Indian Affairs education line and field offices; (3) Department of Education technical assistance centers and resource centers; (4) Department of Health and Human Services Head Start Bureaus and

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescent Development; *Adolescents; Adventure Education; *At Risk Persons; Camping; Delinquency; Elementary Secondary Education; Higher Education; Mental Health; *Outdoor Education; Program Development; Program Evaluation; Theories; *Therapeutic Recreation; Therapy; *Wilderness

This book provides an overview of the history, theoretical basis, research, development, evaluation, and current status of wilderness therapy programs for troubled adolescents. An introduction explores theories of adolescence and adolescent development, problems facing adolescents in contemporary society, limitations of traditional mental health services, and the particular value of wilderness as an environment for personal growth and change. Subsequent chapters cover the following: (1) history of American attitudes towards the wilderness and growth of the wilderness ethic; (2) first wilderness camping programs and early therapeutic approaches, including Boy and Girl Scouts and Outward Bound; (3) recent therapeutic wilderness programs, including research on outcomes and process, and effectiveness of wilderness programs with delinquents; (4) variety of wilderness programs, including mental health programs, programs serving delinquent populations, school-based programs focusing on experiential learning and individual development, programs related to health problems or disabilities, leadership programs, and programs for corporate executives or college students; (5) personality, behavior, and social learning theories related to wilderness therapy; (6) program development, including need, staff qualifications, criteria for clients, individual treatment planning, trip planning, staffing patterns, menus, assessment, conducting therapy, funding, and marketing; (7) program evaluation, including methodology and general research issues; and (8) emerging issues, including professionalization and defining the field. Appendices contain a directory and index of 242 wilderness programs. This book contains photographs, references in each chapter, and an index. (SV)

ED 380 265 RC 020 014

Johnston, Basil H.
Indian School Days.
PUB DATE- 89
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; *American Indian Education; Autobiographies; *Boarding Schools; *Canada Natives; Catholic Schools; *Chippewa (Tribe); Educational Environment; *Educational Experience; Elementary Secondary Education; Foreign Countries; Personal Narratives; Religious Education; Vocational Education
IDENTIFIERS- *Garnier Residential School ON; Ontario

This autobiography relates the experiences of a young Ojibway boy who was taken from his family in 1939 at age 10 and placed in a Jesuit boarding school in northern Ontario, Canada. St. Peter Claver (later Garnier) or "Spanish," as the Indian school was known, was home to approximately 135 boys. Most of the students, who ranged in age from 4 to 16, came from broken homes; some were orphans; others were committed to the institution as punishment for some misdemeanor; and a few were enrolled by their parents in order to receive some education and training. Basil Johnston was sent to "Spanish" by the local teachers. The second portion of the proceedings contains presentations on the role of faculty in the undergraduate education of science and mathematics teachers from the following disciplines: chemistry, engineering and computer science, geosciences, interdisciplinary, life sciences, mathematical sciences, and physics. The proceedings of each disciplinary panel contain reports from thematic group representatives. Supplementary materials include a listing of participants, and information on NSF support for preparation of teaches. (LZ)

ED 380 285   SE 055 913

National Conference on Diversity in the Scientific and Technological Workforce. Conference Proceedings (3rd, Washington, D.C., September 29-October 1, 1994).
PUB DATE- Sep 94
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Awards; Educational Change; *Educational Opportunities; Elementary Secondary Education; *Employment Opportunities; Federal Programs; Financial Support; Higher Education; Human Resources; *Minority Groups; *Research Opportunities; *Science Education; *Technology Education
IDENTIFIERS- *National Science Foundation

The conference served as a platform for presenting and discussing the National Science Foundation (NSF) action plan to increase the participation of minorities in the scientific and technological workforce. A broad group of issues related to conference objectives was discussed in a national videoconference. More than 300 students from elementary to graduate school who participated in NSF-sponsored research activities presented their research in panel and poster sessions (abstracts of all student presentations are available in a separate document). This report includes speeches by national leaders in the field of science and technology education and the award presentations. Included are a transcript of the national videoconference discussion; remarks from the forums and workshops (including the forum on undergraduate education, student forum, and directorate workshops on education activities); and the award-winning research papers in the precollege, undergraduate, and graduate categories. The appendices contain the conference program, a list of conference attendees, and a list of exhibitors. (LZ)

ED 380 286   SE 055 916

SSI: Statewide Systemic Initiatives in Science, Mathematics, & Engineering. 1994-1995. State Profiles.
PUB DATE- 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; *Engineering Education; Federal Programs; *Mathematics Education; *Science Education
IDENTIFIERS- *Statewide Systemic Initiative

The National Science Foundation's (NSF) Statewide Systemic Initiatives (SSI) Program is a major effort by NSF to encourage improvements in science, mathematics, and engineering education

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; *Curriculum Development; *Educational Strategies; Educational Theories; Elementary Secondary Education; *Environmental Education; Evaluation Methods; Instructional Improvement; *Interdisciplinary Approach; State Curriculum Guides

This guide is designed to provide assistance and support to school districts for the development of a comprehensive K-12 environmental education program. Emphasis is placed on the acquisition of knowledge, attitudes, and skills that would lead to responsible stewardship of the environment. This revised edition provides more in-depth discussion of positive environmental behavior and how to educate toward that end. Infusion of environmental topics into all curricular areas is recommended. Major sections include: (1) an introduction to environmental education plan development (presenting procedures for developing a curriculum plan and characteristics of an ideal plan); (2) rationale and philosophy; (3) goal and subgoals of environmental education program development (including perceptual awareness, knowledge, environmental ethic, citizen action skills, and citizen action experience); (4) theoretical base (discussing developmental theory, behavioral theory, holistic theory, applying research results, and models); (5) how subject areas contribute to environmental education; (6) selecting and developing strategies (addressing classifying educational experiences, helping students develop subgoal skills, dealing with controversial issues, educational technology, and facilities); and (7) evaluation (the purposes of evaluation, evaluation as a continuous activity, and using the results). Appendices include Wisconsin curriculum planning requirements; equity and multicultural education in environmental education; and the Tbilisi Declaration. (LZ)

ED 380 307 SE 056 002

Koenig, Herbert G.; And Others
Competency in Life, Earth, & Physical Science. Teacher Annotated Edition. N & N Series.
PUB DATE- 93
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Basic Skills; *Biological Sciences; *Competence; *Earth Science; Intermediate Grades; Junior High Schools; Middle Schools; *Physical Sciences; Science Activities; Science Curriculum; Science Education; Science Experiments; *Science Process Skills; *Scientific Concepts; Textbooks; Workbooks
IDENTIFIERS- Competency Tests

This science curriculum is a basic science program suitable for middle or junior high school science classes. The book is designed for use as a "worktext" or text book and emphasizes a wide range of science skills and concepts to provide students with post-school knowledge and the ability to successfully complete a proficiency or a standardized competency exam in science. This combined teacher annotated edition provides competency guide references for content understandings and core process skills, correct responses to student activities, answers to all text questions and puzzles, complete glossary and index, three "word parts" listings (dealing with meanings of common word parts), and unit exams and final unit exams with

Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional, and national levels in Thailand are examined with a view to achieving universal primary education; eradicating illiteracy; and providing continuing education in support of the above objectives. Chapters include: (1) "Policies and Targets of Primary Education"; (2) "Toward Education for All"; and (3) "Strategies to Achieve the Goals of EOI and CE." Statistical data are presented, showing that 14.5 percent of the population 10 years of age and above are illiterates with 50 percent of those in the working age group and living in remote rural areas. Suggested strategies to address the program goals involve the work of the Department of Non-Formal Education and the Office of the National Primary Education Commission (ONPEC). Five statistical tables conclude the document. (EH)

ED 380 328   SO 024 203

Pakistan. National Studies. Asia-Pacific Programme of Education for All.
PUB DATE- 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Developing Nations; Educational Assessment; Educational Cooperation; Educational Planning; *Educational Policy; Educational Research; Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS- *Asia Pacific Programme of Education for All; *Pakistan; UNESCO

This study examines the work of the Asia-Pacific Programme of Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional, and national levels in Pakistan are examined with a view to achieving universal primary education; eradicating illiteracy; and providing continuing education in support of the above objectives. Chapters include: (1) "Educational Policies and Plans: An Analysis"; (2) "Status of Primary Education"; (3) "Underscoring Issues in Primary Education"; (4) "Adult and Non-formal Education"; (5) "National Policy of Education for All"; (6) "National Co-ordination Mechanism for APPEAL"; (7) "Planning Models for APPEAL"; (8) "Strategies for Achieving APPEAL Targets"; and (10) "Management Structures and Resource Support." Statistical data are presented, showing that the literacy rate is at 26 percent and less than 50 percent of the school-age children are in school. Suggested strategies to address the program goals focus on the government's Seventh Five-Year Plan (1988-93) providing access to primary school facilities within a distance of 1.5 kilometers from the child's home and further work on non-formal education programs. Twenty-nine statistical tables conclude the document. (EH)

ED 380 329   SO 024 204

Nepal. National Studies. Asia-Pacific Programme of Education for All.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

Hutinger, Patricia L., Ed.; And Others
ACTTive Technology, 1994.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 94
NOTE- 70p.; A product of Project ACTT.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); *Computer Software; *Disabilities; Early Childhood Education; *Educational Technology; Input Output Devices

This document is composed of four issues of a quarterly newsletter on the use of assistive technology applications in educating young children with disabilities. Feature articles include: "Study Reveals Assistive Technology Effects, Benefits, Barriers" (Patricia Hutinger and others); "Adapting Macintosh Software To Meet Individual Needs" (Linda Robinson and Carol Schneider); a conference keynote address by Charles Frame; "Frolicking Fun with the Fripples" (Lela Cunningham); "Sheboygan Site Has ACTTive Early Intervention Program" (Linda Robinson); "Study Shows Assistive Technology Produces Positive Effects, Makes Recommendations for Future Efforts" (Patricia Hutinger); "Technology Provides Valuable Learning Tools for Children with Disabilities"; "The Potential of Assistive Technology" (Patricia L. Hutinger); and "Memory: An Overview" (Carol Schneider). Curriculum activities include "Controlling Familiar Sounds," "Sounds around Me," and "Storytime with Bobby and Friends." Brief descriptive reviews are provided of several software programs, such as "The Backyard," "Print Shop Deluxe," "Storytime Tales," "Circletime Tales," "Putt Putt Joins the Parade," "Thinkin' Things," "Ugly Duckling," "Sammy's Science House," "Words around Me," "Easy Street," "Big Bug Alphabet Book," "EA*Kids Art Center," "IntelliPics," and "The STACK SHOP." Notes about switch software, new devices for alternate keyboard input, technical assistance videotapes, and gestural input system development are also provided. (JDD)

ED 379 888 EC 303 762

Osfield, Kenneth
Florida Community Colleges: Resource Guide to Programs and Services for Students with Disabilities. First Edition.
PUB DATE- Jun 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Access to Education; College Programs; College Students; *Community Colleges; *Disabilities; Federal Legislation; Resources; State Legislation; *Student Personnel Services; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Florida

This resource guide was developed to provide information about programs and services for students with disabilities at Florida's community colleges. Each of the 28 community colleges has a two-page section, outlining: highlights of the institution; admission procedures; available publications; college statistics; services provided for specific disability categories (visual impairments, physical impairments, hearing

Techniques; Models; National Programs; National Surveys; Student Educational Objectives; *Student Evaluation; Student Participation
IDENTIFIERS- Indicators

This study mapped the correspondence between indicators included in "Educational Outcomes and Indicators for Students Completing School," developed by the National Center on Educational Outcomes (NCEO), and indicators included in national data collection programs. These data collection programs included such efforts as the National Assessment of Educational Progress, the National Longitudinal Transition Study of Special Education Students, the National Education Longitudinal Study of 1992, the National Health Interview Survey, and others. Results indicated that important school completion outcomes for all students are substantially represented in the national data collection system. Across 13 national data collection programs, 91 percent of the NCEO school completion outcome indicators were found to be represented by at least one measure. However, it is currently not possible to produce comprehensive reports about the status of students with disabilities due to the significant exclusion of such students from data collection programs and the variable or nonexistent identification of such students in national data collection programs. Recommendations are provided to realize the potential for producing useful policy-relevant information regarding school completion outcomes for students with disabilities. (Contains 22 references.) (JDD)

ED 379 906 EC 303 786

Ysseldyke, James E.; And Others
Possible Sources of Data for Post-School Level Indicators.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 94
NOTE- 41p.; For a companion document, see ED 359 691.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; *Adjustment (to Environment); Citizen Participation; *Disabilities; *Educational Assessment; Education Work Relationship; Evaluation Criteria; High Schools; Independent Living; *Information Sources; Life Satisfaction; Literacy; *Measurement Techniques; Physical Health; Student Educational Objectives; *Vocational Adjustment

This booklet is designed as a resource in developing a system to document indicators of post-school educational outcomes for all students, including those with disabilities. The booklet briefly reviews the National Center on Educational Outcomes' conceptual model of domains, outcomes, and indicators for individuals at the post-school level. It then offers suggestions for possible sources of information for each of the 63 indicators listed in the conceptual model. The 63 indicators are organized in the following outcome domains: presence and participation; physical health; responsibility and independence; contribution and citizenship; academic and functional literacy; personal and social adjustment; and satisfaction. For each indicator, one or more possible sources of information are listed, such as individual or parent interview or survey, parental or peer rating scale, supervisor interview or survey, knowledge tests, performance evaluations, Educational Research; Elementary School Students; *English (Second Language); Error Analysis (Language); *Error Patterns; Grade 6; *Interference (Language); Intermediate Grades; Learning Processes; Native Speakers; Phonology; *Second Language Instruction; *Spelling; Spelling Instruction; Teaching Models

Based on results from research on children's spelling, it has been established that spelling errors produced by ESL students in this study of 6th grade students parallels the errors of native speakers of English in the same classroom. The ESL students are also impacted by cross-linguistic influence of the phonology of their native tongue. This data is interpreted to support a cognitive-developmental model of spelling acquisition in ESL and native speakers of English. Results of the study show English spelling acquisition for ESL students to be a developmental process similar to native speakers of English. (Contains 66 references.) (Author)

ED 379 926 FL 022 771

Bancroft, W. Jane
Accelerated Learning Techniques for the Foreign Language Class: A Personal View.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Acceleration (Education); *Anxiety; Communication Apprehension; Communicative Competence (Languages); Foreign Countries; Higher Education; Home Study; Language Skills; *Learning Strategies; *Psychoeducational Methods; *Relaxation Training; Second Language Instruction; Second Language Learning; Speech Communication; *Stress Management; Student Attitudes; Suggestopedia; Teaching Methods

Foreign language instructors cope with problems of learner anxiety in the classroom, fossilization of language use and language skill loss. Relaxation and concentration techniques can alleviate stress and fatigue and improve students' capabilities. Three categories of accelerated learning techniques are: (1) those that serve as a preliminary to learning; (2) those that work in regular language classes, and (3) those that apply to home study. Learning preliminaries include: physical and mental relaxation exercises; breathing exercises; outer and inner concentration exercises; the Sophrology memory training system; and adaptation of the original session in Suggestopedia. Accelerated learning techniques for use in class comprise reading the lesson text in a dramatic manner and using yogic intonations for the new words in the text; the use of inner speech and outer concentration during the activity session; a second reading of the text over baroque slow movements; and the coordination of the oral presentation of the text with slides or videotapes and slow-moving music. Activities for home study include: listening to relaxation tapes; listening to specially prepared vocabulary tapes; and reading over the texts studied in class while listening to tapes of these texts being presented over baroque slow movements. (Contains 10 references.) (Author/CK)

ED 379 927 FL 022 772

Second-Language Acquisition" (Lynne Hansen-Strain); "Effects on ESL Reading of Teaching Cultural Content Schemata" (Pamela Floyd, Patricia L. Carrell); and "Acquiring Literacy in a Second Language: The Effect of Book-Based Programs" (Warwick B. Elley). (MSE)

ED 379 946 FL 022 816

Clark, Kevin
Whole Language and Language-Minority Students: A Natural Fit.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Bilingual Education; Books; Childrens Literature; Classroom Techniques; Educational Strategies; Elementary Education; Elementary School Students; *English (Second Language); Inservice Teacher Education; Instructional Effectiveness; *Language Processing; *Limited English Speaking; Personal Narratives; Prior Learning; Program Descriptions; School Districts; Second Language Instruction; *Student Experience; *Whole Language Approach
IDENTIFIERS- *Language Minorities

The approach taken by one school district to English-as-a-Second-Language instruction, using the whole language approach and simple children's literature, is described. It was determined that the whole language approach would challenge teachers to rethink how children come to know language and literacy and cause teachers to construct new beliefs about teaching and learning. Over 300 teachers were: trained in classroom strategies to try; asked to critically analyze instructional outcomes for this population, addressing social/affective, cognitive/academic, linguistic, and metacognitive areas; asked to implement the strategies; and provided with constructive feedback. The instructional sequence taught to teachers involved five steps: (1) recording information about students' prior knowledge and experiences as they might relate to the story to be used; (2) presenting the story in comprehensible fashion, including deliberate use of helpful voice inflection and pitch, guided questioning, and repeated key words and phrases; (3) pointing out the story's structure; (4) identifying key vocabulary, based on recall of the story; and (5) reconstructing the story orally with the children. The five-step format was found useful in challenging and restructuring teachers' beliefs about language and literacy learning. Contains six references. (MSE)

ED 379 947 FL 022 817

Emmorey, Karen, Ed.; Reilly, Judy S., Ed.
Language, Gesture, and Space.
PUB DATE- 95
NOTE- 464p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *American Sign Language; *Body Language; Brain Hemisphere Functions; Comparative Analysis; Deafness; Eye Movements; Foreign Countries; Grammar; Infants; Language Acquisition; Language Patterns; Language Research; *Languages; Language Variation; Linguistic Theory; Morphology (Languages); Mothers; Neurological Organization; Parent Child Relationship;

(ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult Students; Classroom Techniques; Educational Needs; *English (Second Language); *Instructional Materials; *Introductory Courses; Limited English Speaking; *Literacy Education; Media Selection; Needs Assessment; Second Language Instruction; *Student Centered Curriculum; Student Characteristics; Student Needs
IDENTIFIERS- ERIC Digests

In recent years, the English-as-a-Second-Language (ESL) teaching profession has made discoveries about teaching beginning or low-level adult learners (those with little or no schooling in their native languages, learners who may not be familiar with the Roman alphabet, those with learning disabilities, and those literate in their native languages but who wish a slower-paced class and would benefit from literacy-class activities). Assessment or screening can be made orally or through reading, writing, or classroom observation. Classroom techniques and approaches that relate directly to student needs and involve students actively are found most effective. They include: building on students' personal experiences; using students as resources; sequencing activities from less to more challenging; building redundancy into the curriculum; combining enabling skills with language experience and whole-language approaches; combining life-skill reading competencies with phonics, word recognition, word order, word spacing, reading words in context, and reading comprehension; using cooperative/interactive learning activities; and varying techniques for diverse learning styles. Instructional materials might consist of realia, flash cards, pictures or phonographs, tape recorder and cassette tapes, overhead projector and video player with related materials, a pocket chart, alphabet sets, camera, games, index cards, manipulatives, children's literature, and art supplies. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 966 FL 800 898

Schwarz, Robin; Burt, Miriam
ESL Instruction for Learning Disabled Adults. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Students; Classroom Techniques; Diagnostic Tests; *English (Second Language); *Identification; Instructional Materials; Language Teachers; *Learning Disabilities; *Literacy Education; Screening Tests; Second Language Instruction; Student Evaluation; Teacher Education; Teaching Methods
IDENTIFIERS- ERIC Digests

Lack of success of some adult learners of English as a Second Language may be due to learning disabilities (LD). Review of research reveals that LD can affect every aspect of learning, course-specific fees. (MDM)

ED 379 986 HE 028 087

Annual Report of the Statewide Extended Campus, 1993-1994. (Report on Colorado Statewide Extended Studies Program, Off-Campus State-Funded Programs, Out-of-State and Out-of-Country Programs).
PUB DATE- Jan 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Continuing Education; Correspondence Study; *Distance Education; *Enrollment; *Enrollment Trends; *Extension Education; Higher Education; Institutional Mission; Program Descriptions; *State Programs; Telecourses
IDENTIFIERS- *Colorado

This report describes the mission, features, and recent trends of Colorado's extended campus programs, beginning with the Statewide Extended Studies Program which is the state's vehicle for the delivery of off-campus instruction and continuing education throughout Colorado. The primary purpose of the program is to extend the instructional resources of Colorado's colleges and universities to areas of the state that would otherwise have little contact with higher education. Courses were offered in 52 Colorado counties and several neighboring states. In 1993-94, 10,923 courses were delivered off-campus, with a total enrollment of over 125,000. The program delivered courses through traditional classroom instruction, correspondence courses, and telecourses. The Off-Campus State-Funded Program offered 40 degree and certificate programs in communities throughout the state. In addition, eight colleges and universities offered instruction out-of-state or out-of-country, providing a total of 215 courses to 4,750 students. The report includes seven tables and five charts that outline program enrollment trends. (MDM)

ED 379 987 HE 028 088

Justus, Joyce Bennett; And Others
The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity.
SPONS. AGENCY- California Univ., Berkeley.
PUB DATE- 87
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrators; *Affirmative Action; *Change Strategies; College Administration; *College Faculty; College Programs; Diversity (Institutional); *Educational Attitudes; Educational Policy; *Equal Opportunities (Jobs); Faculty Recruitment; Females; Higher Education; Minority Groups; Program Descriptions; Program Evaluation; Teacher Attitudes; Universities; Women Faculty
IDENTIFIERS- *Diversity (Faculty); *University of California

This study examined affirmative action policies at the campuses of the University of California (UC) and other universities to determine effective approaches to increase opportunities for women and minority faculty and promote faculty diversity. Using a qualitative, ethnographic approach, project staff interviewed

*Leadership Styles; Leadership Training; *Research Needs; *Theories
IDENTIFIERS- *Venezuela

This paper offers a rationale for research studies of educational leadership to be conducted by the Venezuelan education community. The research studies are needed to: (1) analyze organizational differences between management and leadership, (2) examine various contemporary theories of leadership and leadership styles, (3) enlighten the role of the educational leader in school organizational change, (4) redesign and adapt measurement instruments constructed and validated in other cultural settings in order to collect data from Venezuelan educational leaders, and (5) respond to the needs of Venezuelan educational society. Four theories of leadership are explored: Transformational and Transactional (as presented by Bass and Avolio), Charismatic (as presented by Conger), and Intuitive (as presented by Norris and Achilles). (Author/JDD)

ED 380 007 HE 028 122

Thor, Linda M.
Quality Principles and Empowered Learning: Current Practices and Future Directions.
PUB DATE- Jun 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Washington, DC, June 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Educational Improvement; *Educational Principles; Futures (of Society); Higher Education; *Instructional Design; Models; Quality Control; Student Role; Teacher Role; *Total Quality Management
IDENTIFIERS- *Rio Salado Community College AZ

This paper reviews the application of Total Quality Management (TQM) to learning and suggests where continuous quality improvement in education may lead in the future. Several issues in the application of TQM are discussed, including: the need for active participation and full support of faculty and staff, active and creative involvement of students in the educational process, faculty and administrators viewing the entire institutional system and not just their piece of the pie, the need for changes in reward systems, the need for customer (employer) satisfaction, shared governance, student diversity, and student expectations of their schools. The experience of implementing quality learning principles in a class at Rio Salado Community College in Arizona is described. Students discussed the syllabus, expressed their expectations of the instructor and the course, generated ground rules, and became familiar with tools of continuous improvement. Student responses were generally positive. Key concepts of the desired learning paradigm are discussed. The paper contends that TQM does not compete with other movements in higher education but provides a framework in which other improvement initiatives operate. It brings about systematic change which does not threaten any particular discipline nor requires faculty to discard any particular technique. (JDD)

ED 380 008 HE 028 123

Bender, Eileen, Ed.; And Others
Quick Hits: Successful Strategies by Award Winning Teachers.

PUB DATE- Feb 94
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Educational Policy; *Grants; Higher Education; Need Analysis (Student Financial Aid); Private Colleges; Public Colleges; State Aid; *Student Costs; Student Financial Aid; *Trend Analysis; *Tuition
IDENTIFIERS- *Minnesota

This report analyzes increases in Minnesota's higher education tuition since the early 1970s, compares national and Minnesota tuition rates and trends, reviews the state's goals for federal Pell grants and how state grant money is allocated to individuals, determines whether students face undue barriers in applying for state grants, and considers why middle-income and upper-income students receive grants in addition to lower-income students. The report's findings show that tuition has risen more than inflation since 1981 and is higher than national averages. Tuition has risen at public institutions primarily because of a shift in Minnesota's higher education funding policy, resulting in relatively less reliance on state appropriations and more on tuition revenues. At private colleges, the increase has resulted mainly from a rise in instructional spending in excess of inflation. The state grant program, operating in conjunction with the federal Pell grant program, is generally working as envisioned and is providing aid primarily to students from families whose incomes are below the state median. Recommendations are offered to Minnesota's Higher Education Coordinating Board. Appendices provide enrollment data for fall 1992, data on University of Minnesota undergraduate resident tuition and fees from 1971 to 1993, and data on state grants and recipients. (JDD)

ED 380 027   HE 028 143

Higher Education Programs.
PUB DATE- Feb 93
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Instruction; *College Programs; Community Colleges; *Efficiency; Higher Education; *Intellectual Disciplines; Job Placement; *Needs Assessment; *Program Costs; Program Evaluation; Public Colleges; State Universities; Teacher Student Ratio; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Minnesota

This study was commissioned to examine Minnesota's four public higher education systems to identify possible duplication and inefficiency in instructional programs. Study findings indicate that the two-year college systems offer a significant number of occupational programs with low student/teacher ratios, low graduate placement rates, or both. Some of the low-performing programs duplicate nearby programs, particularly in the Twin Cities area, raising further questions about their viability. The study also identified many baccalaureate programs with relatively high costs or small size that should be reviewed--particularly in the state university system. The Higher Education Coordinating Board's review of programs was found to be inadequate, and recommendations are offered for improving its reviews and those conducted by the individual systems. Appendices offer data on student/teacher ratios at public baccalaureate institutions and at the University of Minnesota education in the United States but the majority of physicians in general

ED 380 046 HE 028 200

Haselgrove, Susanne, Ed.
The Student Experience.
PUB DATE- 94
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acceleration (Education); College Admission; College Applicants; College Attendance; College Housing; *College Students; Continuing Education; *Educational Experience; Education Work Relationship; Enrollment; Ethics; Foreign Countries; Futures (of Society); *Higher Education; Legal Responsibility; Participant Satisfaction; Social Discrimination; *Student College Relationship; *Student Experience; Student Financial Aid; Student Rights
IDENTIFIERS- *United Kingdom

This collection of papers discusses the experience of students in the United Kingdom's new, mass higher education system. The papers are viewed as dispatches from the "front line" rather than conventional analyses by education researchers. The organization of the papers mirrors the stages of students' experience of higher education--getting in, being there, and moving on--followed by two prospective overviews which look towards the end of the millennium. Papers include: "Why the Student Experience Matters" (Susanne Haselgrove); "Application Procedures to Higher Education: An Admission of Failure?" (Tony Higgins); "Shades of Discrimination: University Entry Data 1990-92" (Clara Connolly); "Franchising and Other Further Education/Higher Education Partnerships: The Student Experience and Policy" (John Bird and Gerald Crawley); "Life in the Fast Lane: Accelerated Degrees" (Maggie Woodrow and Leah Sims); "Student Financial Support" (Phil Pilkington); "Student Accommodation" (Martin Blakey); "Rights and Representation" (Jackie Cawkwell and Phil Pilkington); "Students and the Law" (Dennis Farrington); "Measuring Student Satisfaction: A Method of Improving the Quality of the Student's Experience?" (Diana Green and others); "An Ethical Perspective" (Christine Henry); "Student Perspectives and the Effectiveness of Continuing Education" (Jill McPherson and others); "The Application of Enterprise Skills in the Workplace" (Ann Tate and John E. Thompson); "Research Students' Perspectives" (Phillida Salmon); "The Graduate from Mass Higher Education" (James Murphy); "The Student Learning Experience in the Mid-1990s" (Sofija Opacic); and "The Future Student Experience" (Ian McNay). (Each paper contains references.) (JDD)

ED 380 047 HE 028 201

Shires, Michael A.
The Role of History in Developing the Missions of California's Public Higher Education Systems. Draft.
PUB DATE- Mar 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Alzheimer's," which uses photography as the medium to interpret Alzheimer's disease visually. The goal was not to photograph the victims of the disease, but to interpret the experience of Alzheimer's for the patient, family members, and caregivers. The metaphor of layers was used to convey the experience of a world of time--of layers of past, present, and future, out of touch with one another, and whose sequence is out of kilter. Images with shallow depth of field expressed the world of both patient and caregiver, a world where a momentary glimpse of recognition is surrounded by fogginess and the blur of forgetting. Carousel images conveyed the confusion as well as the dignity of the patient. Images reflected in windows were used to show the experience of family members who move in and out of varied worlds, the day-to-day world with its cares and responsibilities and that of the patient, a world of its own. A series of "cranberry" photographs, with rich colors and sharp images, spoke of a life to be affirmed. The work of other artists who have interpreted this disease are mentioned as well. (DGM)

ED 380 066 IR 016 987

McLellan, Hilary
Magical Stories: Blending Virtual Reality and Artificial Intelligence.
PUB DATE- 95
NOTE- 6p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Computer Games; Computer Graphics; *Computer Simulation; Fine Arts; *Simulated Environment; *Visual Arts
IDENTIFIERS- *Interactive Fiction; *Virtual Reality

Artificial intelligence (AI) techniques and virtual reality (VR) make possible powerful interactive stories, and this paper focuses on examples of virtual characters in three dimensional (3-D) worlds. Waldern, a virtual reality game designer, has theorized about and implemented software design of virtual teammates and opponents that incorporate AI techniques including fuzzy logic, neutral nets, and genetic algorithms. He asserts that one of the primary goals of VR is to generate virtual actors with whom the participant can interact in a contextually meaningful fashion, and proposes a classification scheme for such characters, as determined by intelligence level and centrality to the game. Virtual characters that can reason about their environment in original ways are being developed. PLACEHOLDER, a VR art project inspired by Native American myths and stories, features virtual characters where VR explorers can play the role of a bird, snake, person, or other creature. Participants, embodied in "smart costumes," take on the animal's pattern of movement, character, physical abilities, and may explore different sites or mark home territory. Other examples of virtual characters are: Dolby's "Virtual String Quartet," which synchronizes animated figures with 3-D sound; and an "avatar," a virtual character that reflects a person's look, mood and personality, and who represents him or her in a virtual world. (Contains 8 references.) (MAS)

ED 380 067 IR 016 988

environmental space; the motion of the television camera that generates a variety of movements and provides various points of view of the recorded event; and movements created by sequencing pictures and editing, including implied motion, accelerated motion, slow motion, arrested motion, rhythmic motion, abrupt or sudden motion, transitional motions, and superimposition. (Contains 43 references.) (MAS)

ED 380 084 IR 017 005

Simpson, Timothy J.
Message Into Medium: An Extension of the Dual Coding Hypothesis.
PUB DATE- 95
NOTE- 10p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coding; *Cognitive Processes; Communication (Thought Transfer); Information Processing; Instructional Design; *Mass Media; Models; Multimedia Instruction; Reader Text Relationship; Visual Aids; *Visual Learning; Visual Literacy
IDENTIFIERS- *Dual Coding Theory

This paper examines the dual coding hypothesis, a model of the coding of visual and textual information, from the perspective of a mass media professional, such as a teacher, interested in accurately presenting both visual and textual material to a mass audience (i.e., students). It offers an extension to the theory, based upon the various skill levels of members of the audience at processing information, and provides a series of 12 practical suggestions to those encoding visual media messages. The suggestions are intended to increase the accuracy of integration of visual and verbal symbols and the likelihood of faithful communication between the encoder and the audience. An introduction to the dual coding hypothesis serves as a basis for the 12 suggestions, which address issues such as verbal and visual stimuli; imagens and logogens; image receivers; concept formation; information conveyance; discrepancies; anxiety; and the mediated communication model, consisting of both a content and a receptions system. Finally, to make the model more effective in the classroom context, it is recommended that the model be extended to cover the entire information transmitting process from source of information to the audience. (Contains seven references.) (MAS)

ED 380 085 IR 017 006

Jones, Marshall G.
Visuals for Information Access: A New Philosophy for Screen and Interface Design.
PUB DATE- 95
NOTE- 10p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

and explored approaches to integrating cultural heritage information into educational programs. Brief descriptions are provided for 17 projects. An appendix contains six fact sheets for the Getty AHIP. The program agenda is also included. (SLD)

ED 380 103 IR 017 032

Interim Study Committee on Library Issues: Final Report.
PUB DATE- Nov 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Archives; *Information Storage; *Library Administration; Library Collections; Library Funding; Library Planning; Library Standards; *Public Libraries; State Aid; State Libraries; Technological Advancement
IDENTIFIERS- *Indiana; *Library Security

The Interim Study Committee on Library Issues was directed to study all aspects of public libraries, and review the space and document security problems of the state archives. The "Introduction and Reasons for Study" section highlights the Committee's 1993 findings and recommendation; 1994 goals; and conditions at the state archives. The next section, "Summary of Work Program," covers the topics reviewed at each of the five committee meetings in 1994 as well as one subcommittee meeting. The "Summary of Testimony" section discusses the state archives; library governance; the role of libraries in an era of technological change; library standards; access to/funding of public libraries; and Indiana Library Federation (ILF) recommendations. The final section, "Committee Findings and Recommendations," summarizes its findings and recommends actions regarding public library governance, access, standards, funding, and the state archives. The Interim Study Committee membership roster and a witness list are also provided. (MAS)

ED 380 104 IR 017 033

Libraries 2000: Allocation Plan for FY1995 LSCA Funds, Library Service and Construction Act. An Annual Outline and Description of Projects in Idaho Eligible under LSCA Titles I, II, and III.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; *Federal Aid; Financial Support; Library Cooperation; *Library Development; Library Planning; Library Services; *Program Descriptions; *Public Libraries; *Resource Allocation; Shared Library Resources; Staff Development; State Libraries; State Programs
IDENTIFIERS- *Idaho; *Library Services and Construction Act

The Idaho allocation plan for funds from the Library Service and Construction Act continues the emphasis on priorities listed in fiscal year 1994 and those that were described in the statewide plan for the years 1994 through 1998. These priorities are: (1) advocate for the creation of library districts with adequate tax support to serve the state's entire population; (2) strengthen cooperation and resource sharing among libraries, using technological assets in a coordinated and collaborative fashion; and (3) expand continuing education programs for library staff and governing boards. Five competitive projects information shown on a public access cable television program was claimed by the State of Texas to be obscene. This trial raised questions regarding such issues as: free access to information, especially through new technological devices advanced by the information superhighway concept; the need for life-saving health information; and the impact of culture and social norms on how people are allowed to receive and encouraged to process information. The nature of the sexual value controversy in American society is outlined, and it is explained how erotic materials, although defended and used by many as a legitimate form of safer-sex information, often conflict with broad-based sexual and community values. The study considers how the provision of eroticized, HIV-AIDS information products can be a form of radical political actions designed to force societal change. Legal literature related to First Amendment issues is examined; and legal reviews are used to highlight major issues which emerged during the trial and appeal process, and which seem important to broadly defined First Amendment rights and the dissemination of HIV-AIDS and safer-sex information through libraries, information centers, and emerging electronic information systems. Court record analysis includes statements from the defendants, opening final arguments for the state and the defendants, closing final arguments of the state, and the appeal of the convictions. (Contains 41 references.) (MAS)

ED 380 121   IR 055 424

Worthington, Trent G.; Szabo, Michael
Interactivity in Computer-Based Aural Skills Instruction: A Research Study.
PUB DATE- Feb 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Educational Communication and Technology (Anaheim, CA, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiolingual Skills; Auditory Training; *College Students; Comparative Analysis; *Computer Assisted Instruction; Higher Education; Identification; *Interaction; *Music; Pretests Posttests; Skill Development; *Student Attitudes; Tables (Data)
IDENTIFIERS- *Harmonics

Comparing the effects of interactive audio in computer-based instruction (CBI) versus noninteractive audio in CBI on the skills and attitudes of music students in identifying harmonic voicing was divided into two subproblems for this study. The first was to compare students' skill in identifying harmonic voicing using interactive versus noninteractive audio. The second was to compare music students' attitudes toward CBI using interactive versus noninteractive audio. A two-group pretest-posttest experiment was conducted in which 46 participants volunteered to work with a computer program developed for this study. The experimental group used interactive audio and the control group used noninteractive audio. Both groups completed an attitude measure. The test scores showed acceptable to high reliability. Analysis of the data reveal that the experimental group showed greater skill development than the control group in identifying harmonic voicing. Analysis of the attitude measure reveals no difference between the groups. Four tables and four figures illustrate the study. An appendix describes the program and introduces some years of professional experience; beginning professional salaries 1994 and 1995; median professional salaries 1994 and 1995; average professional salaries 1994 and 1995; average, median, and beginning salaries, fiscal years 1992-1995; distribution of professional staff by salary, sex, and position; average years experience, position, sex and salaries of minority librarians; salaries by type of institution, size of professional staff, and region. Categories of salary information by library type include: ARL Non-university libraries (2 tables); ARL University Libraries (21 tables); Canadian ARL University Libraries (4 tables); ARL University Medical Libraries (7 tables); ARL University Law Libraries (7 tables). Copies of the university library and non-university library questionnaires are also provided. (MAS)

ED 380 139 IR 055 443

Kyrillidou, Martha, Comp.; And Others
ARL Statistics 1993-94: A Compilation of Statistics from the One Hundred and Nineteen Members of the Association of Research Libraries.
PUB DATE- 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; *College Libraries; Higher Education; *Interlibrary Loans; *Library Collections; *Library Expenditures; Library Materials; *Library Personnel; Library Statistics; *Research Libraries; Tables (Data)
IDENTIFIERS- Association of Research Libraries

This annual publication describes the collections, staffing, expenditures, and interlibrary loan activity of 108 university and 11 nonuniversity library members of the Association of Research Libraries (ARL) during the 1993-94 fiscal year. Sections I, II, III, and IV contain: a 27-item selected bibliography; summary data tables on collections, expenditures, interlibrary loans, and personnel; an analysis of selected variables; and Ph.D., faculty, and enrollment statistics, respectively. Section V provides rank order tables of university libraries for the following statistical information: volumes in library; volumes added (gross); current serials (totals); microform holdings; government documents; materials expenditures; salaries and wages expenditures; other operating expenditures; total library expenditures; monographs purchased (volumes); expenditures for monographs; serials purchased (subscriptions); expenditures for serials; total items loaned; total items borrowed; professional staff (full-time equivalent--FTE); support staff (FTE); and total staff (FTE). A copy of the ARL statistics questionnaire is provided in sections VI and VII contain the questionnaire and footnotes to statistics. An appendix lists ARL member libraries. (MAS)

ED 380 140 IR 055 444

White, Dorothy, J., Ed.
Reading Roundup: Rope a Good Book. Louisiana Summer Reading Program, 1995 Manual.
PUB DATE- 95
NOTE- 407p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.

that the county hospital could provide funds for a nursing coordinator, medical supplies, books, and a classroom, and that the local nursing home could provide facilities for the basic nursing skills lab, with students assisting with basic patient care as part of their training. In addition, the county library agreed to serve as a resource center for nursing library materials and lectures at the main campus were videotaped for SC-SB. Twelve students were admitted to the program's first class, with 9 of these students graduating after 2 years. An April 1994 review of the program indicated that in general it was successful and the hospital and nursing home agreed to 2 more years of funding, resulting in the admittance of 10 students for the 1996 class. Since the nursing shortage will probably cease to exist after this class, funding may not continue beyond 1996. (A map of West Virginia, the SC-SB nursing curriculum, and duties of the coordinator are appended.) (KP)

ED 380 157 JC 950 143

Braun, Harry; And Others
WorkForce Challenge: A Community Partnership and Annual Report, May 1993.
PUB DATE- Feb 95
NOTE- 77p.; Materials presented at "Workforce 2000," the Annual Conference on Workforce Training of the League for Innovation in the Community College (3rd, San Diego, CA, February 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apprenticeships; Articulation (Education); Community Colleges; Cooperative Education; High School Students; *Partnerships in Education; Program Descriptions; *School Business Relationship; School Community Relationship; Self Evaluation (Groups); *Technical Education; *Tech Prep; Two Year Colleges; Two Year College Students; *Vocational Education; *Work Experience Programs
IDENTIFIERS- Danville Area Community College IL

Workforce Challenge 2000 was developed by diverse sectors of Vermilion County, Illinois, to plan and implement a program to prepare and maintain a qualified, adaptable workforce for the county and the area served by Danville Area Community College. The program seeks to address the need to replace a large number of retiring workers in the next decade; to prepare workers and future workers for higher-tech, more complex jobs; to improve the education provided to local children; to provide unemployed adults with the skills necessary for work; and to help young people and their parents, teachers, and counselors to know that the Danville area will have jobs for them. To address these workforce development concerns, Workforce Challenge participants have established five goals: (1) conduct a community awareness program for the Workforce Challenge initiative; (2) assist educators to better prepare students to meet the workforce needs of the community; (3) increase the collaboration and investment between education and business and industry; (4) increase the involvement of parents in preparing their children for education and employment; and (5) increase the involvement of human service agencies in preparing their clients for education and employment. In 1992, the program was awarded Phillip Morris Corporation and Higher Education Cooperative Act grants. The early Workforce Challenge successes

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Adult Students; Community Colleges; Followup Studies; Foreign Countries; Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Attitudes; *Student Characteristics; Student Motivation; Telephone Surveys; Two Year Colleges
IDENTIFIERS- *British Columbia

A project was undertaken by Capilano College, Okanagan University College, and Selkirk College, in British Columbia, to provide descriptive information on adult basic education (ABE) students, their motives for enrolling, and assess the effects of ABE programs on their lives. Four survey instruments were developed: a point of entry survey, administered to students at the three institutions in September 1993; an update survey administered in September 1994; surveys of leavers conducted by telephone in November 1993 and March 1994; and a telephone follow-up survey conducted in October 1994. A total of 296 students went through the entire survey cycle, representing 53% of all students initially surveyed. Survey findings included the following: (1) 58% were female, 61% were single, and 34% had dependents; (2) more than 50% were employed prior to enrollment; (3) about half of the students received financial assistance; (4) the most commonly cited reasons for enrollment were to gain access to other college programs, upgrade skills, and get better jobs; (5) for those who left their ABE courses, 40% completed all their courses and 11% completed some; (6) 30% of the leavers had enrolled to upgrade skills; (7) 68% of leavers indicated that they got what they wanted from ABE courses; (8) for students still enrolled after 6 months, 61% had changed course levels after completing a level; (9) 83% of the entire sample stayed in ABE courses for 4 or more months; and (10) 80% indicated that their ABE learning experience improved their self-esteem and 78% that it gave them more choices in life. Data tables and the survey instruments are included. (KP)

ED 380 175 JC 950 166

Kee, Arnold Madison; Mahoney, James R.
Multicultural Strategies for Community Colleges.
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; College Outcomes Assessment; *Community Colleges; Curriculum Enrichment; *Educational Environment; Educational Improvement; *Educational Strategies; Faculty Development; Faculty Promotion; Faculty Recruitment; *Minority Groups; *Multicultural Education; *Program Descriptions; School Holding Power; Staff Development; Student Recruitment; Two Year Colleges

Focusing on community college programs designed to achieve multicultural climates and minority student success, this monograph provides profiles from documents in the ERIC database of such programs established in the 1990s by individual colleges or developed in partnerships with community, business, or other educational institutions. Introductory materials provide a conceptual framework for minority programs and present a synopsis of strategies described in the profiles. One-increasingly aware of the bias she brought to the project in favor of the universal applicability of developmentally appropriate practice. The study was an extension of Sally Lubeck's "Sandbox Society" (1985), and focused on European-American teachers and their socioeconomic status. The study found that although the Head Start teachers exclusively professed to prefer an individualistic, child-centered model, in fact half the day's activities were the formal, teacher-directed group activities generally not considered developmentally appropriate for preschoolers. During the study, the researcher became aware that what the teachers were doing, based on their own life experiences, may in fact have been appropriate for children in that setting. The researcher concluded that a hybrid approach might be an alternative to choosing one type of program or the other. She also noted that early childhood educators must assess their assumptions and realize that a developmentally appropriate classroom may not always be appropriate for all children. (Contains 22 references.) (TM)

ED 380 193 PS 022 987

Sibley, Annette; And Others
Child Care Licensing: Georgia Impact Study.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care Centers; Enrollment; *Preschool Education; Preschool Teachers; *Standards; State Licensing Boards; *State Regulation; *Teacher Education; *Teacher Student Ratio; Wages
IDENTIFIERS- Georgia; *Rules and Regulations

The state of Georgia revised its child care licensing regulations to include more stringent staff-to-child ratios, limits on group sizes, and increases in staff training hours. This study examined the impact of these changes in child care licensing rules and regulations on the child care industry in Georgia. The sample consisted of all licensed child care programs serving infants and toddlers. The study was conducted over a period of 2 years: the 1991 survey collected data prior to full implementation of the revised regulations, and the 1992 survey documented program changes and impact. The issues investigated by the study were: (1) the ease or difficulty of meeting the revised regulations; (2) the type of changes that were made in the child care programs; (3) staff-related issues such as its turnover, education and training, wages, benefits, and enrollment; and (4) the cost of child care. Contrary to predictions, the picture of child care in Georgia following the regulatory changes was a positive one. There was a modest increase in new child care programs and teaching positions. Wages at the lower end of the pay scale improved, and there was a net increase of three infants and toddlers per program. However, when viewed from a national perspective, the picture changes. The most controversial changes pertained to the reduction of staff-to-child ratios and the regulation of group size. In addition, the weekly cost of child care increased by an average of $3 to $5. In conclusion, the data from the study show that when modest regulatory changes were implemented, the market place did not appear to suffer negative consequences. (BAC)

ED 380 194 PS 022 988

Ragno, Mary B.
Teachers' Perceptions of the School Breakfast Program.
PUB DATE- Nov 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attention; *Breakfast Programs; *Child Health; Early Childhood Education; Elementary School Students; Hunger; Nutrition; *School Health Services; Student Behavior; Student Motivation; *Teacher Attitudes
IDENTIFIERS- Alertness; Connecticut; *School Breakfast Program

Noting that there is a relationship between hunger and the ability to learn, this study examines teacher opinions of the impact of a school breakfast program on student success. A survey, focusing on grades 1 through 3, was completed by 188 elementary teachers in 100 Connecticut schools in which breakfast programs had been implemented. Respondents were asked about the influence of the breakfast program on children's attendance and hunger awareness, and about the impact of the program on teachers' ability to perform their job. Survey participants indicated that the School Breakfast Program had a significant influence on children's behaviors, enhancing attention and alertness, energy, motivation, concentration, and self-discipline. In addition, they believed that the program improved student attributes in ratings of cooperation, and responsibility. The results support the breakfast program as a valuable part of the school day because it improves the children's chances for learning. (AP)

ED 380 212 PS 023 045

Dorr, Aimee; And Others
Children's Expression and Control of Emotion-Related Behavior: Developmental and Gender Influences on Children's and Parents' Perceptions.
PUB DATE- Jan 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Affective Behavior; Age Differences; Behavior Patterns; *Behavior Standards; *Childhood Attitudes; Children; Developmental Stages; Emotional Adjustment; *Emotional Development; Ethnic Groups; Parent Attitudes; *Sex Differences
IDENTIFIERS- Control (Social Behavior); *Emotional Expression; European Americans

This study examined the developmental and gender influences on children's normative emotional expression and control. The study surveyed 307 pairs of middle-class European-American children who were 7, 11, and 15 years old, and one parent of each child. The results of the survey showed that children were closer to the norm in their expressive behavior than in their control behavior. There was little age change in girls' normative expression and control and in boys' normative control. As for gender difference, the study notes that boys declined with age in normative expression, presumably because the expression items involved emotions such as fear, sadness, and joy, whose expression males are expected to inhibit as they mature. From a perspective of parents, the results showed that mothers and fathers agreed about children's normative emotional control, but that mothers presented more normative emotional expression. (Contains 56 references.) (AP) summer. Final sections of the report include: (1) three case studies and issues they raise for family literacy practitioners, researchers, and policymakers; (2) lessons learned from the perspective of the program coordinator; and (3) the questions that remain from the researcher's perspective. Contains 26 references. (HTH)

ED 380 231   PS 023 103

Dolan, Lawrence; Haxby, Barbara
Removing Barriers to Learning: Factors That Affect Participation and Dropout in Parent Interventions. Report No. 27.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Dropout Rate; Family Programs; *Intervention; *Parent Attitudes; *Parent Education; *Parent Participation; Parents; Parent Student Relationship
IDENTIFIERS- Participation Rates; *Participatory Evaluation; Program Characteristics; School Based Services

Even the most well developed and well executed school-based parent interventions frequently have low rates of participation and high rates of dropout. A three-stage study employed focus groups and interviews to examine why parents did or did not participate in school-based programs designed to involve them, and why they either continued to participate or dropped out. Two design conditions were developed to make participation easier: one with low support elements--workshops offered twice a week, a meal provided, public relations in the form of flyers, banners, and phone calls; and one with high support elements--child care, transportation, home visits. The study found that even with high support program elements, parental participation did not increase greatly, 48 percent compared to 38 percent for the low-support groups. However, the increased number of parents who did participate were primarily those considered the most difficult to reach. Dropouts were the result of factors that were not within the control of the support mechanism, such as time constraints and personal problems that interfered with program completion. Reasons for continuing parental nonparticipation in programs containing elements to increase participation included lack of time, belief that the program would not help them or their children, lack of interest, and other factors. Transportation and child care were not considered barriers by those not participating. (HTH)

ED 380 232   PS 023 117

Katz, Lilian G.
Talks with Teachers of Young Children: A Collection.
PUB DATE- 95
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020),Books (010)
DESCRIPTORS- Behavior Modification; Child Behavior; Child Caregivers; *Child Development; Childhood Needs; Child Rearing; Classroom Environment; Developmental Stages; *Early Childhood Education; Personality; Preschool Teachers; Self Esteem;

Bureau of the Census; (5) applicable periodicals and publications; (6) state government agencies, Indian centers, private agencies, and organizations in each state of the region; (7) colleges, universities, and related organizations; (8) federal Indian reservations by state; (9) non-federally-recognized tribes by state; (10) museums and libraries by state; and (11) Bureau of Indian Affairs, tribal, and community secondary and elementary schools by state. Besides education, the resources included also may be useful for concerns such as economic development, law, social welfare, contracting, and planning. (RAH)

ED 380 248   RC 019 982

Fuller, Wayne E.
One-Room Schools of the Middle West: An Illustrated History.
PUB DATE- 94
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Involvement; Community Support; Consolidated Schools; Democratic Values; *Educational History; Elementary Secondary Education; *One Teacher Schools; Rural Education; *Rural Schools; *School Buildings; *School Community Relationship; School Districts; *School Role; Social History; Teacher Role; Urbanization
IDENTIFIERS- Rural Culture; *United States (Midwest)

This illustrated book chronicles the history of the one-room school in the Midwest and its vital influence on American education from the pioneer era through consolidation after World War II. The Midwest's one-room schools were the most democratic in the nation. Located in small independent school districts, they were sustained with the barest of resources by civic-minded farmers who voted taxes, set budgets, constructed schools, elected school boards, hired teachers, and approved curricula. Their efforts virtually wiped out illiteracy and strengthened their children's devotion to democracy. The material culture of rural education is documented, including McGuffey Readers, wooden desks, slate blackboards, potbellied stoves, kerosene lamps, and screened privies. Also described are the ways that rural children went to school, how they dressed, the games they played, and the lessons they learned. The book recounts the life of the typical teacher who was usually female, young, unmarried, and educated in one-room schools and county teacher institutes. At various times, the schools were used as churches, polling places, sites of political caucuses, and meeting halls for local organizations. However, as America urbanized and the movement to consolidate took hold in rural counties, one-room schools were left at the margins of the educational system. Some were torn down, some left to weather away, some sold at auction, and still others transformed into museums. The book contends that, despite its demise, this was a school system that worked, due largely to the pervasiveness of community involvement. This book contains numerous photographs and illustrations and an index. (LP)

ED 380 249   RC 019 984

Stoops, Jack W.
The Use of Community-Based Support To Effect Curriculum Renewal in Rural Settings. Rural Curriculum Handbook No. 4.
SPONS. AGENCY- Department of Education, Washington, DC.

Indian agent and priest after his parents separated. St. Peter Claver's was more than a school; it was a self-sufficient institution. The main building contained dormitories, classrooms, a study hall, a recreation hall, dining rooms, lavatories, a kitchen, chapels, a bakery, and a tailer shop. There was also a windmill, a power house, a shoe shop, a blacksmith shop, a garden, boats, and nearly 1,000 acres of land. Under the guidance of priests and brothers, the boys plowed; seeded and harvested potatoes, beans, and other produce; milled wheat and corn and baked bread; forged shoes and shod horses; and performed other work that kept the institution running. Their schedule included two periods of classroom learning a day. For the children's shelter, food, clothing, and education, the government paid 40 cents per student per day. The school existed to train Indian youth for a trade and to foster religious vocation through frequent prayer and worship. However, very few students went on to work in the trades or to become priests. Basil Johnston describes the vigorous work routine at the school, his learning experiences, and how he and the others at the school survived and coped with the alien setting of the boarding school. The book includes a glossary and lists of students attending in 1939. (LP)

ED 380 266   RC 020 015

Krawll, Marcia B.
Understanding the Role of Healing in Aboriginal Communities. Corrections. Avoriginal Peoples Collection = Comprendre le role de la guerison dans les collectivities autochtones. Affaires correctionnelles. Collection sur les autochtones.
PUB DATE- Jul 94
NOTE- 190p.
LANGUAGE- English; French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- *Canada Natives; *Community Action; *Community Attitudes; *Community Development; Community Involvement; Community Problems; Community Relations; Foreign Countries; Government Role; Holistic Approach; *Rehabilitation; Substance Abuse; Victims of Crime; *Well Being
IDENTIFIERS- Canada; *Healing

Written in English and French, this report presents views of Canadian Aboriginal community members about developing healthy communities. In-depth interviews were conducted with elders, youth, parents, political leaders, victims, offenders, and government employees in five Aboriginal communities, and telephone and mail surveys were conducted in three others. Interviews and surveys examined definitions of healthy community, and approaches currently being undertaken to heal communities suffering from loss of cultural identity, alcohol and drug addiction, sexual abuse, and other forms of victimization and crime. Respondents viewed the healthy community as one in which people were involved in community functions such as education and politics, and exhibited trust and caring, positive parenting and sharing of intergenerational wisdom, open communication without blame or shame, responsibility and clear role expectations, and a sense of connectedness that promotes collective action. Healing was recognized as complex and hard to define, but key aspects included movement from within the individual to family and then to community, balanced involvement of all parts of life, and may start with a series of discrete programs and move into a holistic process. Responses also explored community readiness through comprehensive systemic changes in the educational systems of the states. The SSI Program represents a strategy to strengthen the infrastructure for science and mathematics education through alignment of state policies and resources. This effort requires collaboration of educators at all levels, business and industry, parents, and the community at large. This publication describes the individual state initiatives funded through the SSI Program and focuses on state accomplishments and impact. Each state profile lists contact person information, state background, vision, strategy, accomplishments, and important partners and alliances. Presently, 24 states and Puerto Rico have five-year SSI awards: Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Montana, Nebraska, New Jersey, New Mexico, New York, North Carolina, Ohio, South Carolina, South Dakota, Texas, Vermont, and Virginia. An appendix lists principal investigators with positions/affiliations in addition to SSI. (MKR)

ED 380 287 SE 055 917

NSF in a Changing World: The National Science Foundation's Strategic Plan.
PUB DATE- 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; Educational Planning; *Engineering Education; Government Role; Long Range Planning; *Science Education; *Scientific Research; *Strategic Planning
IDENTIFIERS- *National Science Foundation

The National Science Foundation's (NSF) role as a leader and steward of the Nation's science and engineering enterprise faces new tests--promoting new approaches to research, education, and workforce training that reach all Americans; responding to the increased importance of science and engineering in many aspects of daily life; modernizing the Nation's research infrastructure, and adapting to a constrained budget environment. The purpose of the plan, developed by the NSF Task Force on Strategic Planning and Policy to deal with these new challenges, is to delineate NSF's unique contributions to science and engineering research and education, and to the federal research portfolio. The plan provides a context for shaping NSF's future by noting how recent domestic and global changes have affected national research and education priorities, and contains a set of core strategies that NSF will employ. These strategies include: develop intellectual capital, strengthen the physical infrastructure, integrate research and education, and promote partnerships. Section titles include: (1) "Leadership in a Time of Change and Opportunity"; (2) "The NSF Vision"; (3) "The NSF Mission"; (4) NSF's Goals...Setting a True Course"; (5) "Meeting Our Goals" (describes the core strategies); (6) "Enabling World Leadership"; (7) "In Service to Society: NSF Strategic Areas"; (8) "Excellence in Education at All Levels" (examines four categories: systemic reform K-12, the workforce, flexibility in advanced training for scientists and engineers, and scientific and technological literacy); (9) "Approaches to Implementation"; and (10) "Planning and Allocation of Resources." (LZ)

ED 380 288 SE 055 941

question origination identification codes and complete answers. Activities are organized into units and feature one of seven key concepts: skills, concept building, product/process, benefit/burden, advantage/disadvantage, applications, and home. Unit topics include: (1) living things: organisms (reproduction, needs of living things, habitats, and environment); (2) living things: humans (body systems); (3) living things: organisms (cells, microorganisms, and product safety); (4) Earth's changing surface (minerals, oceans, weathering, and Earth's history); (5) weather and climate; (6) astronomy; (7) energy; (8) the chemistry of matter; and (9) energy: sources and issues. (LZ)

ED 380 308 SE 056 125

Reed, Michelle K.
Making Mathematical Connections in the Early Grades. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.; For related digests, see SE 056 126-127.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Art Activities; *Elementary School Mathematics; *Integrated Activities; *Interdisciplinary Approach; *Learning Activities; *Mathematics Instruction; Primary Education; Science Activities; Social Studies; Thematic Approach; Writing Across the Curriculum
IDENTIFIERS- *Connections (Mathematics); ERIC Digests; Language across the Curriculum; *Mathematics Activities

Of all the reform recommendations being made by the National Council of Teachers of Mathematics, making mathematical connections is among the more difficult to achieve, yet is so helpful in motivating students in the early grades. Mathematical connections can relate mathematical topics to students' daily lives and to other mathematical topics but are probably most important in relating mathematics to other curriculum areas. These connections help students understand mathematics better and see it as a useful and interesting subject to study. This digest gives 18 sample activities appropriate for use in the early grades to connect mathematics to other subjects. It is organized into the following subject headings: language arts, science, social studies, arts, and thematic approaches. (MKR)

ED 380 309 SE 056 126

Reed, Michelle K.
Making Mathematical Connections in Middle School. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.; For related digests, see SE 056 125-127.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Art Activities; *Integrated Activities;

(070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Developing Nations; Educational Assessment; Educational Cooperation; Educational Planning; *Educational Policy; Educational Research; Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS- *Asia Pacific Programme of Education for All; *Nepal; UNESCO

This study examines the work of the Asia-Pacific Programme of Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional, and national levels in Nepal are examined with a view to achieving universal primary education; eradicating illiteracy; and providing continuing education in support of the above objectives. Chapters include: (1) "Towards Education for All"; (2) "National Policy on Education for All"; (3) "Achieving Education for All"; and (4) "Country Data Pertaining to Education for All." Statistical data are presented, noting that the total school population survival rate to grade 5 in 1980 was nearly 42 percent for boys and 40 percent for girls with the hope that by the year 2000 those percentages will nearly double. Suggested strategies to address the program goals focus on the present Seventh Plan (1985-1990) to endorse voluntary implementation of compulsory primary education by town authorities, to expand pre-primary education, to provide free textbooks and school dress, to privatize schools, to hire female teachers as role models for girls, and to make schools more accessible to all. (EH)

ED 380 330 SO 024 205

Vietnam. National Studies. Asia-Pacific Programme of Education for All.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Developing Nations; Educational Assessment; Educational Cooperation; Educational Planning; *Educational Policy; Educational Research; Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS- Asia Pacific Programme of Education for All; UNESCO; *Vietnam

This study examines the work of the Asia-Pacific Programme of Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional, and national levels in Vietnam are examined with a view to achieving universal primary education; eradicating illiteracy; and providing continuing education in support of the above objectives. Chapters include: (1) "Achieving Education for All: An Analysis"; (2) "Primary Education during the Past Three Decades"; (3) "Statistics and Projections for the Future"; and (4) "Main Strategies to Achieve Education for All." Statistical data are presented, noting that the country's population doubles within 30 years and that the number of children registering to go to school is only about 50 percent of the total population in the ages of 6-10 years. Suggested strategies to address the program goals focus on a synchronized strategy for literacy training with the universalization of primary education and provision of complementary education for adults, under the auspices of a central Commission for impairments, specific learning disabilities, speech impairments, and other impairments); and important addresses and telephone numbers. Summaries of federal and state laws are provided, including the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, as well as state regulations on admission and graduation requirements and on the College Level Academic Skills Test. The final section of the guide offers a brief summary of four support agencies that assist students with disabilities as they pursue their academic goals. (JDD)

ED 379 889 EC 303 763

Corthell, David W., Ed.
Employment Outcomes for Persons with Acquired Brain Injury. Report from the Institute on Rehabilitation Issues Study Group (20th, New Orleans, Louisiana, November 1993).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Nov 93
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Delivery Systems; Employment Programs; Evaluation Methods; Family Involvement; Goal Orientation; *Head Injuries; Job Performance; *Job Placement; *Neurological Impairments; Neuropsychology; Planning; Program Administration; *Rehabilitation Counseling; Rehabilitation Programs; *Vocational Evaluation; *Vocational Rehabilitation

This document provides a resource and problem-solving guide for vocational rehabilitation counselors serving people with brain injuries acquired through trauma or other circumstances. An introduction defines acquired brain injury, characterizes the uniqueness of people with acquired brain injury, and describes community resources. Chapter 2, "Assessment and Evaluation," discusses referral for vocational rehabilitation services, sources of information, and vocational testing. Chapter 3, "Planning," outlines information needs, consumer involvement, family issues, and agreement on rehabilitation goals. Chapter 4, "Service Delivery," focuses on identifying and selecting appropriate services and programs and evaluating service providers. Chapter 5, "Achieving Employment Outcomes," examines general placement considerations (consumer, job site, employer, and support system); placement options; vocational supports; job retention; employer training; and case closure. The final chapter, "Administrative Issues," addresses administrative commitment, the role of the state agency's acquired brain injury coordinator and specialty counselors, case management issues, resource development, staff training, and interagency coordination. An appendix titled "Understanding Neuropsychological Factors Related to Work Performance" concludes the document. (Contains approximately 175 references.) (JDD)

ED 379 890 EC 303 764

Wobschall, Rachel, Ed.; Lakin, Charlie, Ed.
Assistive Technologies, Feature Issue.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and

and medical records. (JDD)

ED 379 907 FL 022 065

Benton, Richard A.
Combining Medium and Message: An Electronic Communications Network for Maori Language and Education.
PUB DATE- 92
NOTE- 22p.; Paper presented at the New Zealand ARE/AARE Joint Conference (1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Computer Assisted Instruction; Computer Literacy; *Computer System Design; *Computer Uses in Education; Cost Estimates; *Cultural Exchange; Databases; Electronic Mail; Foreign Countries; Indigenous Populations; *Information Networks; *Information Technology; Non Western Civilization; Online Systems; Telecommunications; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- *Maori (Language); New Zealand Council for Educational Research; Polynesian Languages

An electronic communications network called Te Wahapu has been developed by Te Wahanga Kaupapa Maori of the New Zealand Council for Educational Research to facilitate the exchange of information and provide access to resources relating to Maori language and Maori education. The system, which was officially launched in May 1991, is set up as an electronic bulletin board, with public access and e-mail links to other systems through FidoNet. However, it differs significantly from other such systems in that: (1) there are several databases that may be queried online (Including a regularly updated register of new and technical vocabulary in Maori); and (2) all commands, menu items, system prompts, and messages are in Maori (English is available only through bilingual help screens). This paper outlines some features of the system, uses to which it has been put, and future plans; and discusses the significance of information technology in the empowerment of indigenous peoples. (Author/LR)

ED 379 908 FL 022 268

Calliabetsou-Coraca, Popi
La Dimension Interculturelle de la Formation des Enseignants de Langues Etrangeres (The Intercultural Dimension of the Training of Foreign Language Teachers).
PUB DATE- Aug 93
NOTE- 14p.; Paper presented at the Annual International Association of Applied Linguistics World Congress (Amsterdam, The Netherlands, August 8-12, 1993).
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Awareness; Educational Needs; Foreign Countries; Higher Education; *Intercultural Communication; *Language Teachers; *Teacher Education

A discussion of the cultural aspect of language teacher training looks at the current situation and offers some possible directions for the future. "Cultural" is intended to signify not only the manifestations of group culture, or civilization,

Chamot, Anna Uhl; O'Malley, J. Michael
The Calla Handbook. Implementing the Cognitive Academic Language Learning Approach.
PUB DATE- 94
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Academic Achievement; Change Agents; *Classroom Environment; *Cognitive Processes; Curriculum Design; Educational Objectives; English (Second Language); Evaluation Methods; Guidelines; Learning Strategies; *Limited English Speaking; Minority Groups; Program Development; Program Implementation; Second Language Instruction; Staff Development; Student Motivation; *Teaching Methods
IDENTIFIERS- *Cognitive Academic Language Learning Approach; *Content Area Teaching

The goals of this book are to provide a foundation for using the Cognitive Academic Language Learning Approach (CALLA), a list of practical guidelines for designing a CALLA program, and suggestions for implementing CALLA in major subject areas of the curriculum. Four conditions for improving the education of language minority students are identified: (1) an institutional environment with high expectations for language minority students; (2) an instructional approach that integrates academic language development with content area instruction and learning strategies; (3) continuing staff development that provides teachers with the expertise and support needed to advance the academic development and success of language minority students; and (4) an assessment approach that enables teachers to plan instruction effectively. Evaluation of the CALLA program over a 3-year period demonstrates that this approach represents one of several possible powerful techniques for increasing the achievement of limited English proficient students. Part 1 of this handbook introduces CALLA, part 2 discusses the establishment of such a program, and Part 3 covers implementation of the program in the classroom. (CK)

ED 379 928   FL 022 773

Larrivee, Pierre
Negative Association in Quebec French.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *French; French Canadians; *Language Patterns; Language Research; Language Variation; *Morphology (Languages); Morphophonemics; *Negative Forms (Language); Structural Grammar; Tagmemic Analysis
IDENTIFIERS- *French (Canadian); *Quebec

In Quebec French, unlike standard French, sentence negation "pas" ("not") can occur in the same clause as a negative quantifier like "personne" ("nobody"), for instance. This paper proposes that "pas" in these contexts marks negative association in the same way that "ne" does in standard French. The paper is organized into two parts. The first part shows that negative association in Quebec French obeys the general constraints to which it is submitted in standard French. The second part evaluates, in the light of the relevant facts, the existing analyses of negative association and suggests a treatment

*Personal Space; Phonology; Pidgins; *Sign Language; *Spatial Ability; Symbolism; Syntax
IDENTIFIERS- Chinese People; Quebec

A collection of papers addresses a variety of issues regarding the nature and structure of sign language, gesture, and gesture systems. Articles include: "Theoretical Issues Relating Language, Gesture, and Space: An Overview" (Karen Emmorey, Judy S. Reilly); "Real, Surrogate, and Token Space: Grammatical Consequences in ASL American Sign Language" (Scott K. Liddell); "Differential Processing of Topographic and Referential Functions of Space" (Karen Emmorey, David Corina, Ursula Bellugi); "Right Brain and Gesture" (David McNeill, Laura L. Pedelty); "Spatial Mapping in Comparative Discourse Frames" (Elizabeth A. Winston); "On Narrative Discourse and Point of View in Quebec Sign Language" (Christine Poulin, Christopher Miller); "Point of View Expressed Through Shifters" (Elisabeth Engberg-Pedersen); "The Point of View Predicate in American Sign Language" (Diane Lillo-Martin); "Line Segmentation and Narrative Structure: A Study of Eyegaze Behavior in American Sign Language" (Benjamin J. Bahan, Samuel J. Supalla); "A Crosslinguistic Perspective on ASL Verb Agreement" (Wynne D. Janis); "Lexical Tense Markers in American Sign Language" (Debra Aarons, Benjamin J. Bahan, Judy Kegl, Carol Neidle); "Morpho-Syntactic Structure of Aspect and Number Inflections in ASL" (Donald S. Metlay, Ted Supalla); "The Cataclysmic Break between Gesticulation and Sign: Evidence against a Unified Continuum of Gestural Communication" (Jenny L. Singleton, Susan Goldin-Meadow, David McNeill); "The Genesis of Language: How Much Time Is Needed To Generate Arbitrary Symbols in a Sign System?" (Jill. P. Morford, Jenny L. Singleton, Susan Goldin-Meadow); "The Grammar of International Sign: A New Look at Pidgin Languages" (Ted Supalla, Rebecca Webb); "Mental Phonology and Language Comprehension, or What Does That Sign Mistake Mean?" (Rachel I. Mayberry); "When Do Modality Factors Affect the Course of Language Acquisition?" (Virginia Volterra, Jana M. Iverson); "Prelinguistic Gesture in Deaf and Hearing Infants" (Richard P. Meier, Raquel Willerman); and "The Resilience of Language: Mother-Child Interaction and Its Effect on the Gesture Systems of Chinese and American Deaf Children" (Xiao-Lei Wang, Carolyn Mylander, Susan Goldin-Meadow). (MSE)

ED 379 948 FL 022 825

Locally Developed Language and Culture Programs: Guidelines for Development.
PUB DATE- May 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communicative Competence (Languages); *Cultural Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Program Development; Program Evaluation; Second Language Instruction; Second Language Learning; *Second Language Programs; Student Evaluation
IDENTIFIERS- *Alberta

Locally developed language and culture programs are those that are developed and authorized by local school jurisdictions. This document presents a curricular framework from which program developers can build a language curriculum that meets the needs and reflects the philosophy of the linguistic impairing single or multiple skills and sometimes appearing in the second language when not in the first. Identification of adult ESL learners as having LD can be stigmatizing, and can be confused with other conditions or circumstances, including limited educational experience, lack of effective study habits, native language interference, mismatched learning and teaching styles, or external, personal problems. Standardized testing for LD learner assessment may be biased toward native English-speakers or younger learners, and multiple assessment measures are preferable. These include a native-language interview, portfolio assessment, phonological tests, and vision and hearing screening. Instruction should be highly structured and predictable, include opportunities for using several senses and learning strategies, provide constant structure and multisensory review, build on learner strengths, simplify language but not content, and reinforce main ideas and concepts through rephrasing. Use of technology in this area is not well documented. Two programs funded to research assessment and teaching techniques for this population are in Arlington, Virginia and Minneapolis, Minnesota. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 967 FL 800 903

Harvey-Morgan, Joyce, Ed.
Native Literacy and Language Roundtable Proceedings (Denver, Colorado, May 5-7, 1994).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Advocacy; Agency Cooperation; American Indians; Change Strategies; Curriculum Development; Educational Change; *Educational Needs; Educational Policy; Educational Research; Educational Technology; Educational Trends; Financial Support; *Indigenous Populations; Information Technology; *Language Maintenance; Language Research; *Literacy Education; Minority Groups; *Native Language Instruction; Policy Formation; Public Policy; Research Needs; Teacher Education; Trend Analysis
IDENTIFIERS- Native Americans

The report summarizes proceedings of a roundtable conference on native language maintenance and literacy education for indigenous populations, particularly in North America. On the first day, a morning session consisted of a sharing of thoughts and experiences of what literacy is, its value and meaning, issues surrounding native language literacy, and participation in the conference. A list of resulting ideas is presented. The afternoon session involved presentations and a question-and-answer period by three educators on these topics: what is meant by literacy; the issues; and the role of native language and culture preservation. On the second morning, discussion moved to the approaches that work for native language literacy instruction, with examples of success stories. The afternoon session focused on research progress and research needs in this area. The final session addressed the implications of the previous discussions for policy formation and change. For each session, presenter comments and audience questions are summarized. A list of specific recommendations for action, developed by groups based on geographic origin, includes suggestions for curriculum development teacher preparation, faculty and administrators about their experiences and attitudes in regard to faculty diversity. Part 1 of the report reviews the issues and conclusions found in the literature on affirmative action for university faculties. Part 2 provides an inventory of successful programs uncovered at UC campuses and other institutions. Part 3 describes and analyzes four effective strategies for achieving faculty diversity: (1) creatively searching for quality faculty; (2) enhancing faculty members' chances for success; (3) using a pipeline approach; and (4) making optimum use of different leadership styles. Part 4 summarizes the report's conclusions and recommendations for faculty, department chairs, and senior administrators. Three appendixes present comparisons of the representation of minority and women faculty at UC and comparable institutions, a note on the study's methodology, and a list of institutions visited. (Contains 68 references.) (MDM)

ED 379 988 HE 028 089

Ritterband, Paul; Wechsler, Harold S.
Jewish Learning in American Universities: The First Century. The Modern Jewish Experience.
PUB DATE- 94
NOTE- 346p.; Financial support provided by the Lucius N. Littauer Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; College Faculty; Colleges; Educational Attitudes; *Educational History; Educational Trends; *Ethnic Studies; European History; Higher Education; Institutional Role; Intellectual Disciplines; Jews; *Judaism; *Religion Studies; United States History; *Universities
IDENTIFIERS- *Jewish Studies

This book examines the evolution of Jewish studies as an academic discipline within the history and sociology of higher education in the United States from the late 19th century to the present. Chapter 1 discusses the effects of European and American academic history on the late 19th-century appearance of Jewish learning in American universities. Chapter 2 examines the motives of university presidents and the interested Jewish community for establishing Judaica positions. Chapter 3 highlights the early practitioners of Jewish studies, their adopted and mandated agendas, and their strategies for resolving conflicting academic and communal expectations. Chapter 4 examines the "price of admission" that the field and its practitioners might pay for academic inclusion. Chapter 5 describes the activities of Harry Wolfson at Harvard University, who wished to introduce Jewish philosophy to the curriculum despite the objections of the university administration. Chapter 6 examines alternatives for Judaica scholars who did not work at universities. Chapter 7 describes how single scholars, such as Salo Baron at Columbia University's history department, could personify a Judaica subfield between the world wars. Chapters 8 and 9 note the changing rationales for Jewish learning after World War II. One hundred pages of endnotes follow the text. (MDM)

ED 379 989 HE 028 090

Financial Report of Ontario Universities, 1993-94. Volume I - Universities.
PUB DATE- Dec 94
NOTE- 308p.; For volume 2, see HE 028 091.

PUB DATE- 94
NOTE- 89p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- *Classroom Techniques; *College Instruction; Critical Thinking; Educational Philosophy; Electronic Mail; Higher Education; Large Group Instruction; Student Behavior; Student Evaluation; Student Motivation; *Teaching Methods; Tests; Writing (Composition)

This book presents an exchange of ideas for improving classroom performance, compiled by faculty from Indiana University. The idea for "Quick Hits" originated at an annual retreat of FACET (Faculty Colloquium on Excellence in Teaching), when FACET inductees were invited to explain their favorite teaching strategies to other participants in 3 to 5 minute segments. The teaching strategies and classroom techniques are arranged within the following categories: "First Days," "Large Classes," "Motivation," "Evaluation," "Critical Thinking," "Philosophies of Teaching and Learning," "Writing," "Exams," "Teaching Non-Traditional Adult Learners," "A Sense of Humor," "Class Conduct," "Electronic Classroom," and "Moments..." (JDD)

ED 380 009 HE 028 124

Higher Education in Ontario: The Face of Leadership. Annual Review, 1994.
PUB DATE- 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Educational Opportunities; *Educational Quality; Foreign Countries; Higher Education; *Institutional Advancement; *Leadership; *Lobbying; Political Issues
IDENTIFIERS- *Council of Ontario Universities; *Ontario

This annual report reviews leadership and service activities provided by the Council of Ontario Universities (COU) to its 20 member institutions. Messages from the COU's Chairman and President comment on the challenges presented by Ontario's Social Contract Act and by the Resource Allocation Review conducted by the Ontario Council on University Affairs in response to Ontario's fiscal constraints. The organizational structure of the COU is reviewed, and activities carried out each month from July 1993 to June 1994 are charted. The COU's mission is explained as proactively providing effective communication of the positive social, cultural, and economic benefits which universities contribute to Ontario. Actions taken by COU in response to several issues are discussed, including Ontario's Social Contract Act which resulted in a $110 million cut to universities, the withdrawal of provincially supported health insurance coverage for foreign students and faculty, tuition fee reform, equitable and accessible educational and employment opportunities, initiation of the COU Colloquium Series, work toward provision of quality graduate education and research, and interuniversity athletics. Synopses of efforts of each member university to provide excellence in teaching, research, and the dissemination of knowledge are presented. Lists of committees and affiliates conclude the annual review. (JDD) and peer institutions, and data on costs per student for lower division instruction. (JDD)

ED 380 028 HE 028 144

Guaranteed Student Loans: Actions To Ensure Continued Student Access to Subsidized Loans. Report to the Chairman and Ranking Minority Member, Committee on Economic and Educational Opportunities, House of Representatives.
PUB DATE- Feb 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Educational Legislation; *Federal Aid; Federal Legislation; *Finance Reform; *Financial Aid Applicants; Government Role; Higher Education; Interest (Finance); Loan Repayment; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program; *Stafford Student Loan Program; Student Loan Reform Act 1993

This study examined the availability of federally subsidized Stafford student loans for postsecondary education in light of recent legislated changes, specifically the Higher Education Amendments of 1992 and the Student Loan Reform Act of 1993, which authorized the Federal Direct Student Loan Program, brought changes to the Federal Family Education Loan Program, and decreased interest rates lenders may charge for Stafford loans and the rate at which lenders receive reimbursement if borrowers fail to repay the loans. A survey of 43 guaranty agencies was conducted, guaranty agency documents were reviewed, and officials of government agencies and interest groups were interviewed. The study found that many lenders and guaranty agencies expect some eligible students to have difficulty obtaining subsidized Stafford loans over the next few years, as some lenders become selective in making Stafford loans or stop participating in the program. Lender refusals to make loans were not expected to be widespread. If a guaranty agency is unable to provide loans to a student, the U.S. Department of Education has arrangements with the Student Loan Marketing Association to make loans and has arrangements with an agency to serve as a guarantor of last resort. The questionnaire and summary results are appended. (JDD)

ED 380 029 HE 028 145

Shoemaker, Caryn R.
Graduate Activity Survey: Class of 1992 One Year after Graduation.
PUB DATE- Oct 93
NOTE- 58p.; For the class of 1991 survey, see ED 360 365.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Patterns; *Enrollment Rate; Ethnic Groups; Followup Studies; Graduate Surveys; *High School Graduates; Military Service; Postsecondary Education; Public Schools; Sex Differences; Trend Analysis
IDENTIFIERS- *Arizona

This survey of 1,409 Arizona public high school graduates from the Class of 1992 sought to determine, 1 year after graduation, what proportion of graduates continue their education, become employed, enlist in the military, or choose other alterntives. Results indicated that 84 percent of the graduates enrolled in some form of postsecondary education. Eighty-seven percent of

DESCRIPTORS- *Community Colleges; Educational Change; *Educational History; Educational Policy; Equal Education; Financial Support; Higher Education; *Institutional Mission; Institutional Role; Liberal Arts; *Master Plans; Public Colleges; Remedial Programs; Research Universities; Sciences; Social Influences; *State Colleges; *State Universities; Statewide Planning
IDENTIFIERS- *California

The California Master Plan of 1960 defined relevant student populations and differentiated the missions of the University of California (UC), the California State Universities and Colleges (CSU), and the community colleges. Modern social forces are now complicating those missions. As the demand for high-quality instruction in the liberal arts and sciences has grown, the ability of UC to meet this demand has fallen behind, and CSU has graduated an increasing share of the baccalaureate students in these areas. The CSU's ability to attract high quality faculty has resulted in a much more research-oriented faculty, blurring the distinction between the CSU's and the UC's research missions. Concurrently, an increase in the pressures on institutions to meet access and equity objectives, coupled with the overall decline in the quality of secondary students entering the CSU and the UC and the increased participation of nontraditional student populations, have led to an increased need for these institutions to provide extensive remediation services, a role which was reserved for the community colleges under the Master Plan. Finally, the declining resource base within the state has caused all three of the public systems to reconsider their roles and missions. (Contains 11 references.) (JDD)

ED 380 048 HE 028 202

Shires, Michael A.; And Others
The Changing Environment in Higher Education.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Mar 94
NOTE- 71p.; For an earlier related document, see ED 363 210.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Costs; *Demography; *Economic Factors; Educational Change; Educational Economics; *Educational Environment; Educational Finance; *Educational Trends; Enrollment Projections; Financial Problems; *Higher Education; Student Characteristics; *Trend Analysis

This paper describes the national demographic and economic context of higher education and offers interpretations of what it portends, in order to illuminate the changing environment of higher education. The discussion focuses on: (1) demographic trends, such as the projected annual enrollment growth in the 1990s of 1.2 percent and the increasing heterogeneity of the student body; (2) fiscal trends, such as flat or declining public revenues per full-time equivalent student, widespread tax limitation movements, and growth in private support; and (3) cost trends, such as consistently rising costs for instruction, administration, and research since the early 1960s, which have outstripped prices common to other sectors. Temporizing responses, or even neglect, might be the best answer to problems that stem from short-term, ephemeral perturbations in long-term trends, but substantial changes in institutions and systems may be needed to address problems engendered by fundamental shifts in the underlying demographic and economic forces. Higher education's institutions and

Gueulette, David G.
Curriculum: Managed Visual Reality.
PUB DATE- 95
NOTE- 7p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Expression; Background; *History; Mass Media; Mysticism; Philosophy; Psychiatry; Psychology; *Symbolism
IDENTIFIERS- Alchemy; *Reality; Spirituality; Visual Representation

This paper explores the association between the symbolized and the actualized, beginning with the prehistoric notion of a "reality double," in which no practical difference exists between pictorial representations, visual symbols, and real-life events and situations. Alchemists of the Middle Ages, with their paradoxical vision of the universe having mixed elements of the physical world and the imagined characteristics of mystical and spiritual forces, are prophets of the modern age. Their ideas have been the basis for some modern scientific discoveries, as the visions they foretold through highly visual symbols became conscious to the mind of man and contributed to a redefinition of reality. Based on a belief in the redefined reality, in which things and people could be altered to form more useful or valuable elements, a curriculum was created for vocational and spiritual training, with state support, that was to be provided uniformly across classes. Interest in redefining reality was revived at the beginning of the 20th century through the following set of circumstances: (1) laws of atomic physics changed forever the notion of the nature of matter, and no longer could the idea of fixed reality be assumed; and (2) birth of the sciences of psychology and psychiatry, and an acceptance of the existence of the subconscious, an extranatural or mystical aspect of man. Through time, artists have symbolically expressed their visions of new realities that were "abstract" and lacking in absolutes. In addition, mass media created an illusion of reality, both consciously and subconsciously. (MAS)

ED 380 068 IR 016 989

Kerns, H. Dan; Johnson, Nial
Ingredients to Successful Students Presentations: It's More Than Just a Sum of Raw Materials.
PUB DATE- 95
NOTE- 10p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Centers; *Communication Skills; Computer Uses in Education; *Curriculum Development; Higher Education; Multimedia Materials; Nonverbal Communication; Slides; *Student Projects; Teacher Attitudes; Teaching Methods; *Visual Aids;

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Computer Assisted Instruction; *Computer Graphics; Computer Interfaces; Computer Uses in Education; *Graphic Arts; Literature Reviews; Models; *Screen Design (Computers); Visual Aids; Visual Arts; Visual Learning
IDENTIFIERS- Browsing; Examples; *Iconicity; *Paradigm Shifts

Computer-based instruction (CBI) has undergone tremendous changes in the past decade. This paper focuses on the following three areas of designing information presentation: (1) screen design literature is dated, and the existing guidelines do not allow for advances in computer technology; (2) open-ended guidelines may offer designers sufficient guidance for designing computer screens and user interfaces without stifling the creativity of the individual designer; (3) the paradigm of static screens has changed to one of active, interactive, screens filled with dynamic visual elements. The evolution of computer use and graphical user interface design, and the outdated literature are briefly described. Browsing is presented as a broad concept of interface design in computer-based learning environments, and seven guidelines for browsing are presented. Icons are proposed as a way in which CBI programs can use graphics (as opposed to the traditional redundancy between the object and the representational text.) Icons are considered dynamic, and are differentiated from static graphics because they show the user that a choice is available. Interactive graphics, animations, and interactive text are other examples of possible screen dynamics. This paradigmatic shift is a move away from thinking of screens as individual pieces of the program, and a move towards thinking of screens as thread that can hold the interface and the program together. Three figures illustrate a CBI program interface. (Contains 22 references.) (MAS)

ED 380 086 IR 017 007

Schiffman, Carole B.
Visual Dialect: Ethnovisual and Sociovisual Elements of Design in Public Service Communication.
PUB DATE- 95
NOTE- 9p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Color; Communication (Thought Transfer); Cultural Background; *Ethnicity; Graphic Arts; *Imagery; Instructional Design; Instructional Materials; Public Service; *Social Background; *Visual Aids; *Visual Learning; Visual Literacy
IDENTIFIERS- *Public Service Advertising; *World Views

Graphic design is a form of communication by which visual messages are conveyed to a viewer. Audience needs and views must steer the design process when constructing public service visual messages. Well-educated people may be better able to comprehend visuals which require some level of interpretation or extend beyond their world view. Public service communication, however, often targets less-educated audiences, and designers must minimize the challenges or barriers to the audience's reception of the message. In discussing world views, it is important to remember that background and accumulation of experiences differs for each person, and an audience compares

are described that fall under Title I, Public Library Services. Ten projects, some of which overlap with Title I efforts, are described under Title III, Interlibrary Cooperation and Resource Sharing. A final project for public library construction is listed under Title II. Six appendixes list requirements for projects in specific areas and give the grant cycle timeline for the fiscal year. (SLD)

ED 380 105 IR 017 034

Wei, Wei
Science Library User Survey Report, University of California, Santa Cruz.
PUB DATE- Sep 94
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; College Faculty; Futures (of Society); Graduate Students; Higher Education; Library Planning; *Library Services; *Science Libraries; Surveys; Undergraduate Students; *User Needs (Information); Users (Information); *User Satisfaction (Information); *Use Studies
IDENTIFIERS- Focus Groups; University of California Santa Cruz

A survey of 136 science faculty, graduate, and undergraduate students, and focus group interviews, provided perceptions and input to be used to rethink the science library's organizational structure and services. Users felt the following to be important library services: consulting the Melvyl databases; borrowing books; interlibrary loan services; using photocopy machines; consulting library materials; receiving help at the Reference Desk, especially in the evenings and on weekends; checking out reserve materials; using the library as a place to study; and consulting UNIX. Important future services include finding articles on specific research topics; instruction on the Melvyl databases and electronic resources of the Cowell Room; electronic mail reference questions and notifications of overdue books, recalls, and holds; electronic reserves; placing holds from the online catalog; and ordering all needed materials through any Melvyl databases. Six focus groups interviews were conducted, and responses are provided for each focus group on 12 unstructured questions. Data is presented in 44 figures. Ten appendices include statistical results and a summary of suggestions from each survey group, a list of focus group questions, and summaries of each focus group interview. (MAS)

ED 380 106 IR 017 035

Parkinson, Linda L.; Burton, Annie Laurie
Twin Falls Public Library, Idaho Final Performance Report for Library Services and Construction Act Title VI, Library Literacy Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Cost Effectiveness; Educational Technology; *Federal Aid; Grants; High School Equivalency Programs; Library Automation; Library Development; Library Expenditures; Library Facilities; *Library Services; *Literacy; Resource Allocation; State Programs; *Technological

music terminology. (Contains 36 references.) (SLD)

ED 380 122 IR 055 425

Poohkay, Brent; Szabo, Michael
Effects of Animation & Visuals on Learning High School Mathematics.
PUB DATE- Feb 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Anaheim, CA, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; *Computer Assisted Instruction; Grade 10; Higher Education; High Schools; High School Students; Instructional Effectiveness; *Interaction; *Mathematics Instruction; Student Attitudes; Teaching Methods; *Undergraduate Students
IDENTIFIERS- *Graphic Representation

Animation, still graphics, and text only were compared for their effects on the acquisition of the mathematics skill of using a compass to create triangles. Attitude toward instruction was also studied. It was hypothesized that animation would result in greater achievement of the learning task, and that text alone would yield the lowest achievement. The same hypotheses were posed for attitude toward mathematics instruction by computer. The computer-based instruction used a single lesson from a tenth-grade mathematics curriculum. Subjects were 147 undergraduate elementary education majors in a mathematics teaching methods course. Subjects who studied the animated lesson scored significantly higher than those using the still graphics. They, in turn, scored above those using only text. Attitude scores were equivalent for animation and still graphics groups, but were lower for the text only group. Recommendations are made for the use of graphics and animation in mathematics instruction. Two tables and one figure illustrate the discussion. (Contains 14 references.) (SLD)

ED 380 123 IR 055 426

Rehaag, Darlene M.; Szabo, Michael
An Experiment on Effects of Redundant Audio in Computer Based Instruction on Achievement, Attitude, and Learning Time in 10th Grade Math.
PUB DATE- Feb 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Anaheim, CA, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Academic Achievement; Audiovisual Aids; *Audiovisual Instruction; *Computer Assisted Instruction; Foreign Countries; *Grade 10; High Schools; High School Students; *Mathematics Instruction; *Student Attitudes; Time Factors (Learning)
IDENTIFIERS- Alberta; Canada; *Redundant Audio

The effects of the inclusion of matched redundant digital audio on achievement, time spent in learning, and attitude toward computer-based instruction (CBI) delivered mathematics were studied with 82 high school students. Differential effects on

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Art; Childrens Games; *Educational Games; Elementary Education; Elementary School Students; Handicrafts; Kindergarten; Kindergarten Children; *Learning Activities; *Library Services; Poetry; Preschool Children; Preschool Education; Program Guides; Publicity; *Reading Programs; Songs; Story Telling; *Summer Programs; Toddlers
IDENTIFIERS- *Louisiana

A manual for the Louisiana Summer Reading Program is presented in 14 sections with a western theme and illustrations. An evaluation form, a 1995 calendar, and a list of audiovisual materials with addresses and prices are also provided. Section 1 discusses promotion, publicity, and programs; and includes sample news releases; program ideas, and recipes. Library decorating ideas and terms are covered in the second section, with directions for making decorations. Section 3 provides storytime planners divided into the following categories: toddlers; preschool-kindergarten; first-third grades; fourth-fifth grades; sixth grade; and all ages. The fourth section presents sample activities and project descriptions. Section 5 contains coloring pages and handouts. Section 6 supplies directions for making costumes. Section 7 provides a sampling of crafts with directions. Section 8 contains fingerplays, and section 9, talks about flannelboard projects. Games, riddles, and puzzles are covered in the 10th section. Section 11 is a sampling of poetry. Puppets and puppet plays are presented in section 12. Section 13 contains songs; section 14 provides stories. The 15th section is a list of resources; highlights include the following: magnets; crafts catalog; quilting; audio; square dancing record supplier; The Louisiana Square Dance Association 1994 LSDA Directory of Member Clubs; and the Hand Weavers Guild of America, Inc. (Contains 483 references.) (AEF)

ED 380 141   IR 055 447

Eckwright, Gail Z., Ed.; Keenan, Lori M., Ed.
Reference Services Planning in the 90s.
PUB DATE- 94
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Continuing Education; *Costs; *Evaluation; Extension Education; Information Services; *Information Technology; *Librarians; Library Cooperation; *Library Education; *Library Personnel; Library Services; Online Searching; Online Systems; Optical Data Disks; *Reference Services
IDENTIFIERS- National Information Infrastructure

The focus of this collection of papers about library reference service is on the community outside the library, rather than the special populations served within it. "Conflicts in Value Systems" (Allen B. Veaner) is an overview of the major conflict areas facing the library profession today. "Reference Services for Off-Campus Students and Faculty" (Barbara Pease and Coleen Power), "Reference Service in Rural Public Libraries: Issues and Trends" (Karin E. Ford), and "Cooperative Reference Service" (Carl F. Orgen) all recognize that reference service has moved beyond the library walls, and libraries are serving more constituents in more locations. "Reference Librarians in the Information Age: Learning from the Past to Control the have been promising and include a number of activities designed to reshape the workforce in the Danville area. One successful component of the Workforce Challenge is a Tech Prep Youth Apprenticeship program, which includes a 2-year guided high school curriculum, 2 years at Danville Area Community College earning an associate of applied science degree, three summers (10 weeks) paid work experience while studying, and 2 years full-time employment at TEEPAK, Inc. A 1993 annual report, promotional materials and newsletters, and the text of a video presentation are included. (KP)

ED 380 158   JC 950 144

Articulation Accountability Measures Report, 1994.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Articulation (Education); Community Colleges; *Evaluation Criteria; Higher Education; *State Standards; State Universities; *Statewide Planning; Tables (Data); Two Year Colleges
IDENTIFIERS- Articulation Accountability Measures

This report by the Florida Articulation Coordinating Committee defines seven objectives or goals of articulation and measures that indicate how well the objectives are being met. The report includes the most recent data available, identified by objective and measure. Objective 1 is to adequately prepare secondary students so they can smoothly articulate to a postsecondary institution; to provide for basic skills and knowledge level assessment; and to determine the relationship between the College Level Academic Skills Test (CLAST) and articulation. Data presented that relate to this objective include the number of 1991-92 high school graduates, the number of graduates entering postsecondary education, student readiness for college, CLAST results, and degree attainment. Objective 2 is to provide articulated acceleration mechanisms that allow secondary students to proceed through the educational system as rapidly as their circumstances permit. Related data include the number and percent of secondary students participating in advanced placement and international baccalaureate programs. Objective 3 is to facilitate the smooth transfer of community college associate in arts degree graduates to a state university. Related data include the number of degree-holding transfer students, and data on the academic performance of transfer students. Objective 4 is to provide access to programs to all students meeting course prerequisites and earning a satisfactory grade point average. Related measures focus on limited access programs and program enrollments. Objective 5 is to provide quality education that prepares students for their chosen career within the parameters of 60 credit hours for an associate degree and 120 hours for a baccalaureate degree. Data on credit hours to degree are included. Objective 6 is to provide a logical progression and sequencing of courses for vocational certificate students. While measures for this objective were identified, none are available. Objective 7 is to determine the relationship between articulation accountability measures and systematic efforts, processes, and services; articulation activities are listed. (KP)

ED 380 159   JC 950 145

page descriptions are then provided of 21 programs focusing on students, including 8 related to recruitment, 6 regarding retention, 6 related to student success, and 2 focusing on transfer. Next, descriptions are provided for faculty programs, including five related to recruitment, two focusing on development, and two on advancement. Five programs related to administrator advancement are then reviewed, and then five campus-wide multicultural efforts related to campus climate and assessment and program assessment are profiled. For all the sections, the profiles include the program title, host institution, and contact person, as well as descriptions of program philosophies and strategies. Finally, a 117-item bibliography is provided of resources related to community colleges and higher education. An agenda for minority education by the American Association of Community Colleges is appended. (KP)

ED 380 176 JC 950 167

Goodkind, Hilary M.
Lifelong Learning and Workforce Advancement in Oregon: Challenges and Opportunities.
PUB DATE- Aug 94
NOTE- 53p.; Master's Degree synthesis paper, University of Oregon.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Agency Cooperation; Community Colleges; Competency Based Education; *Continuing Education; Employer Attitudes; Higher Education; *Labor Force Development; *Lifelong Learning; National Surveys; *Partnerships in Education; *School Business Relationship; State Licensing Boards; Two Year Colleges
IDENTIFIERS- *Oregon

To provide recommendations for Oregon's continuing education (CE) efforts, a study was conducted to determine how CE is valued, documented, and coordinated among institutions of higher education, state boards and professional associations, and business and industry. Two separate questionnaires were developed. One was distributed to 27 state boards and professional associations, while the other was sent to 43 community colleges and universities, with both 70% of each group responding. In addition, 20 Oregon employers identified as using CE were interviewed regarding their perceptions of the status of CE. Study findings included the following: (1) 45% of the state boards developed the standards for CE requirements, and 41% approved the requirements; (2) professional associations were the largest providers of CE, accounting for 31%, while universities accounted for 27% and community colleges 20%; (3) 64% of the boards and associations felt that CE requirements would remain the same, and 29% felt that they would increase; (4) for responding higher education institutions from Oregon, 32% provided college credit to document participation in CE, 29% provided credit for lifelong learning, and 22% provided CE units; and (5) 70% of the employers required employees to continue their education. In general, the study found little coordination among each group. Recommendations include a move towards proficiency-based systems, particularly at the community college level; continued collaboration and coordination to form one system for lifelong learning; commitment to raise skill standards within Oregon; and continued measurement and evaluation of progress. (Contains 21 references.) (KP)

ED 380 177 JC 950 168

Kovar, Patricia McAfee; Doty, LuEllen
Gender Bias in Early Childhood Education.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Meeting of the Midwest Associations for the Education of Young Children (Peoria, IL, April 20-23, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Affirmative Action; Attitude Change; *Early Childhood Education; Equal Education; Physical Characteristics; Play; Self Esteem; *Sex Bias; *Sex Discrimination; Sex Role; Social Attitudes; Teacher Behavior
IDENTIFIERS- *Gender Balancing (Curriculum); Historical Background

Noting that both boys and girls suffer because of gender bias in society and in the classroom, this paper examines the roots and consequences of such bias. The paper first provides a historical overview of gender bias and its relation to the prevalent world view. Next, it examines the manifestations of gender bias in the classroom and their effects on learning and self esteem for both boys and girls. Girls start out ahead of boys in speaking, reading, and counting skill evaluations, but these scores decline while boys' scores rise. Strategies are suggested to minimize gender bias, especially in early childhood and primary education. It is recommended that schools give attention to alleviating gender bias for both boys and girls by offering equal career opportunities. Societal values play a significant role in the interpretation of the results of gender bias throughout society, and all people deserve a bias free education. An annotated bibliography of materials on gender bias in education is included. (AP)

ED 380 195 PS 022 989

Atmore, Eric; And Others
Community and Parent Involvement in Early Childhood Development: The South African Experience.
PUB DATE- Oct 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Child Development Centers; *Community Development; *Community Involvement; Foreign Countries; *Parent Participation; *Preschool Education; Training
IDENTIFIERS- *Educare; *South Africa

Noting that disadvantaged communities in South Africa can be empowered by involving parents and communities in the development of preschool education programs, this report presents the achievements of South Africa's Early Childhood Education and Care (educare) programs. Educare aims to develop the young child's potential to be a meaningful part of the social, economic, and cultural community. The report describes how the community, parental involvement, and empowerment serve as elements in community development. The rural environment in which the Educare teams work is also described. The next part of the report explains the Educare development process and phases of development, which include educare training; localized study groups; community organizational training; appropriate technology; nutrition, health, and safety needs assessment; parent education programs; junior primary teacher

ED 380 213 PS 023 046

Sandell, Elizabeth J., Ed.
The 1993 Parent Meetings for Planning the Saint Paul/Ramsey County Children's Initiative. Final Report.
PUB DATE- Nov 93
NOTE- 27p.; Some pages contain very small filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development Centers; *Child Health; Early Childhood Education; Educational Development; Family Influence; *Family Programs; *Family School Relationship; Integrated Services; *Parent Attitudes; Parent Participation; *Parent Student Relationship; Program Descriptions; Program Improvement; *School Community Relationship
IDENTIFIERS- Family Support; Saint Paul Public Schools MN; Service Providers; *Service Quality

This report describes the initial plan, participants, and evaluation of Saint Paul (Minnesota) Children's Initiative (SPCI) during 1993. The SPCI is a family-community program to improve child health, child development, school performance, and to enhance family functioning through formal and informal support systems in Saint Paul/Ramsey county. At 118 meetings, participating parents were asked to identify possible challenges and solutions to improved service delivery. The results indicated several challenges, including poor communication; financial and economic concerns for families; barriers to receiving service caused by the lack of child care and transportation; and difficulty with system access. The suggested priority solutions to the problems included locating family centers and services in neighborhoods; improving communication and information; and coordinating or integrating services. The report contains seven attachments, including a voluntary parent information form, meeting hand-outs and training materials, an SPCI parent meeting response form and problem summary sheet, and an SPCI parent solution summary sheet. (AP)

ED 380 214 PS 023 047

Rickman, David L.
Gender Differences in Human Development: A Review of the Literature.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Age Differences; Cognitive Ability; Environmental Influences; *Individual Development; Language Skills; Mathematics Skills; Moral Development; Physical Development; *Sex Bias; *Sex Differences
IDENTIFIERS- *Gender Issues

This study reviews the literature on gender issues in human development, focuses on student revealing differences in specific abilities of males and females, and discusses whether those differences are as well established as the literature suggests. The research literature is examined from the following perspectives: perception, physical/motor ability, moral reasoning, and cognitive ability. The study notes that males demonstrate higher levels of physical activity and score higher on measures of mathematical ability, but most studies

Student Evaluation; *Teaching (Occupation); Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Developmental Assessment; Developmentally Appropriate Programs; Katz (Lilian G); Quality Indicators

Expanding on previous collections, this book compiles 16 essays on pedagogical and child development issues stimulated by interaction with teachers, child caregivers, and early childhood teacher educators during the preceding 20 years. The essays were written in response and reaction to particular educational events or contexts that were especially provocative; these circumstances are described in introductions to each of the essays. The essays are divided into two parts: those in the first part address the developmental aspects of young children and their disposition for learning; those in the second section cover specific issues of teaching young children and of early childhood education as a professional field. The 16 essays are: (1) "What is Basic for Young Children?"; (2) "Distinctions between Self-Esteem and Narcissism: Implications for Practice"; (3) "Dispositions: Definitions and Implications for Early Childhood Practice"; (4) "Assessing the Development of Preschoolers"; (5) "Condition with Caution"; (6) "Education or Excitement?"; (7) "Pedagogical Issues in Early Childhood Education"; (8) "Five Perspectives on the Quality of Early Childhood Programs"; (9) "Teachers in Preschools: Problems and Prospects"; (10) "Mothering and Teaching: Some Significant Distinctions"; (11) "The Professional Preschool Teacher"; (12) "The Developmental Stages of Teachers"; (13) "Early Childhood Programs and Ideological Disputes"; (14) "The Nature of Professions: Where is Early Childhood Education?"; (15) "Ethical Issues in Working with Young Children"; and (16) "Helping Others with Their Teaching." Contains an author and a subject index. (HTH)

ED 380 233 PS 023 120

Morisset, Colleen E.
School Readiness: Parents and Professionals Speak on Social and Emotional Needs of Young Children. Report No. 26.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; Child Caregivers; *Child Development; Community Programs; *Disadvantaged; Early Childhood Education; Early Experience; Family Environment; Family Programs; Integrated Services; Learning Readiness; *Parent Attitudes; Parents as Teachers; *Preschool Children; *School Readiness
IDENTIFIERS- *Caregiver Attitudes; Family Support

Increasing numbers of children begin formal schooling without the requisite skills or abilities to succeed, most often due to deficiencies in language and emotional maturity. This study sought to identify potential precursors to later kindergarten difficulties that would suggest specific areas needing further study and support. Study participants came from two socioeconomically disadvantaged communities, and included parents as well as early childhood specialists such as pediatricians and nurses, mental health professionals, social workers, family service providers, day care workers, and early childhood educators. Data were collected through interviews and

PUB DATE- Nov 94
NOTE- 107p.; For related documents, see ED 352 244-245 and ED 363 489.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indian Education; Community Involvement; Community Resources; Community Support; Cultural Education; *Curriculum Development; Curriculum Enrichment; Educational Change; *Educational Cooperation; Elementary Secondary Education; *Program Implementation; Rural Education; *Rural Schools; *School Community Programs; School Community Relationship; *School Districts; Small Schools
IDENTIFIERS- United States (Northwest)

This report examines the use of community-based support to facilitate curriculum renewal efforts in small rural school districts. Interviews with educators from five school districts in Alaska, Idaho, Montana, Oregon, and Washington describe three approaches to curriculum renewal: community-initiated approaches, state-directed reform efforts, and school-initiated efforts. All school districts found that community-based support and involvement of community members were responsible for their success. Projects included preserving Native American language and culture, meeting new state curriculum guidelines, and conducting drug and alcohol abuse prevention programs. Successful program implementation depended on community resources such as specialized knowledge, technical assistance, and fiscal resources. Other important elements were effective communication between the school district and community members, adequate funding, community members holding leadership roles, and school district support of community efforts. School districts reported that projects developed a strong sense of local ownership and input, created classroom materials and approaches that had high utility, kept the district current with the latest in curriculum and instructional development, and utilized resources to assist school districts in meeting new state curriculum standards. Other benefits of the community-based approach included improved collaboration and understanding, increased community unity, and improved student-parent relationships. This report includes steps for implementing a community-based curriculum renewal program and work sheets for program implementation. (LP)

ED 380 250 RC 019 986

Utah Migrant Education Annual Summer Evaluation Report.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 94
NOTE- 52p.; Photographs may not reproduce adequately. For the 1993 report, see ED 367 517.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Ancillary School Services; *Educational Objectives; Elementary Secondary Education; Individualized Instruction; *Migrant Education; Migrant Health Services; Parent Participation; Preschool Education; Program Evaluation; *Summer Programs; *Supplementary Education
IDENTIFIERS- *Utah

In 1994, Utah migrant education summer programs in 10 school to heal itself, barriers to the process, recognizable steps and activities that initiate the healing process, specific ways in which the healing approach can provide an ideal community response to crime, how healing can be understood as an aspect of community development, and how non- Aboriginal government programs and processes can better respond to and support community healing. (SV)

ED 380 267 RC 020 058

Wright, Al
Reauthorized Migrant Education Program: Old Themes and New. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Eligibility; *Federal Aid; *Federal Legislation; High Risk Students; *Migrant Education; Student Records; Summer Programs
IDENTIFIERS- ERIC Digests; Improving Americas Schools Act 1994; Migrant Education Program; *Migrant Student Record Transfer System

The Migrant Education Program (MEP) was reauthorized for 5 years, effective July 1, 1995. Legislative changes in eligibility, priority for services, schoolwide projects, student record transfer, the summer funding formula, and consortium incentives make this the most sweeping one-time change in programming for migrant children and youth since the program's inception in 1966. Reduction in the eligibility period from 6 to 3 years, based on a single move, will remove about 200,000 formerly migrant children from the program. However, another revision that extends eligibility to migrant workers and their spouses through age 21 will add unknown numbers of older youth. A major change requires MEP grantees to give priority in the use of funds to migrant children who are failing or at risk of failing to meet state standards, and whose education was interrupted during the regular school year. Migrant educators believe that virtually all migrant students are at risk in relation to performance standards, and fear that this requirement may discourage families from remaining in home states until the end of the school year. The MEP includes other changes: allowing commingling of MEP funds with other funds in schoolwide projects serving migrant children; mandating replacement of the Migrant Student Record Transfer System with new means of counting migrant children and transferring records; mandating development of a new funding formula that reflects cost factors for different types of summer programs; and providing monetary incentives for interstate consortium arrangements that improve delivery of services. Contains seven references. (SV)

ED 380 268 RC 020 059

Howley, Craig B.; And Others
Out of Our Minds: Anti-Intellectualism and Talent Development in American Schooling. Education and Psychology of the Gifted Series.
PUB DATE- 95
NOTE- 283p.
LANGUAGE- English

Advanced Technological Education Program 1994 Awards and Activities.
PUB DATE- Jan 95
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Planning; Engineering Education; *Engineering Technicians; *Grants; Higher Education; Human Resources; Science Education; *Science Programs; Teacher Education; *Technology Education
IDENTIFIERS- *Advanced Technological Education Program; National Science Foundation

The Advanced Technological Education (ATE) program specifically addresses the education of science and engineering technicians. In 1994, the National Science Foundation, through the ATE program, awarded 58 grants to improve the quality of advanced technological education in science and engineering technology fields. This document contains information on the awards that support projects in curriculum and laboratory development, teacher preparation, faculty and teacher enhancement, and planning grants for Centers and a few Centers of Excellence. Section I contains information about the ATE program and fiscal year 1994 awards; a U.S. map of all awards; a listing of awards by technology; and a history of the ATE program. Section II provides abstracts of awards divided into Centers for Excellence, planning grants, and projects in advanced technological education. Section III is an appendix providing an index of awards by state, award maps, and an index of principal investigators. (LZ)

ED 380 289 SE 055 944

Krupnik-Gottlieb, Michal
Toward a Model of Science and Mathematics Integration in School Curriculum.
PUB DATE- 95
NOTE- 102p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Elementary Secondary Education; *Interdisciplinary Approach; *Mathematics Instruction; Models; *Science Instruction
IDENTIFIERS- Reform Efforts

Current reforms in science and mathematics education call for the improvement of the quality of teaching and learning. Desired outcomes, knowledge, understanding of learning processes, and current trends in pedagogy generate a framework for an outcome-based theoretical model for science and mathematics integration. The synthesis of this selected knowledge reveals the strengths as well as the problems of such integration. In general, intuitive and practical perceptions tend to advocate the trend toward integration of science and mathematics across school curricula. Although there is little direct evidence from research to support such integration, there are no findings to strongly contradict the notion that students can benefit from integrated studies. Contains 145 references. (Author/MKR)

ED 380 290 SE 055 946

Dashefsky, H. Steven

*Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Learning Activities; *Mathematics Instruction; *Middle Schools; Science Activities; Social Studies; Thematic Approach; Vocational Education; Writing Across the Curriculum
IDENTIFIERS- *Connections (Mathematics); ERIC Digests; Language across the Curriculum; Mathematics Activities

Of all the reform recommendations being made by the National Council of Teachers of Mathematics, making mathematical connections is among the more difficult, yet most important to achieve, especially at the middle school level, where students are first beginning to appreciate the real power of mathematics. Mathematical connections can relate mathematical topics to students' daily lives and to other mathematical topics but are probably most important in relating mathematics to other curriculum areas. These connections help students understand mathematics better and see it as a useful and interesting subject to study. This digest gives 17 sample activities appropriate for use in middle school classes to connect mathematics to other subjects. It is organized into the following subject headings: language arts, science, social studies, arts, thematic units, and vocational. (MKR)

ED 380 310 SE 056 127

Reed, Michelle K.
Making Mathematical Connections in High School. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.; For related digests, see SE 056 125-126.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Art Activities; High Schools; *Integrated Activities; *Interdisciplinary Approach; *Learning Activities; *Mathematics Instruction; Science Activities; *Secondary School Mathematics; Social Studies; Thematic Approach; Vocational Education; Writing Across the Curriculum
IDENTIFIERS- *Connections (Mathematics); ERIC Digests; Language across the Curriculum; *Mathematics Activities

Of all the reform recommendations being made by the National Council of Teachers of Mathematics, making mathematical connections is among the more difficult to achieve, especially at the high school level, where so much emphasis is placed on distinct content courses. Mathematical connections can relate mathematical topics to students' daily lives and to other mathematical topics but are probably most important in relating mathematics to other curriculum areas. These connections help students understand mathematics better and see it as a useful and interesting subject to study. This digest gives 18 sample activities appropriate for use in high school classes to connect mathematics to other subjects. It is organized into the following subject headings: language arts, science, social studies, arts, and vocational. (Author/MKR)

ED 380 311 SO 022 738

Bill, Willard, Comp.; And Others
The Columbus Quincentennial: A Sourcebook.
PUB DATE- 92
NOTE- 146p.

Coordination in Guidance of Literacy and Universalization of 1st Level Education. (EH)

ED 380 331 SO 024 206

Laos. National Studies. Asia-Pacific Programme of Education for All.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Developing Nations; Educational Assessment; Educational Cooperation; Educational Planning; *Educational Policy; Educational Research; Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS- *Asia Pacific Programme of Education for All; *Laos; UNESCO

This study examines the work of the Asia-Pacific Programme of Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional, and national levels in Laos are examined with a view to achieving universal primary education; eradicating illiteracy; and providing continuing education in support of the above objectives. Chapters include: (1) "Towards Education for All"; (2) "National Policy of Education for All"; and (3) "Main Strategies of Education for All." Statistical data are presented, noting that the Lao People's Revolutionary Party in 1987 sought to provide all people with an opportunity to acquire an education but that the retention rate of pupils up to grade 5 was 40 percent. Suggested strategies to address the program goals focus on the works of the Departments of General Education, Literacy, Adult Education and Teacher Training to implement compulsory education by school-year 1993-94 and expand primary education into remote mountain areas. (EH)

ED 380 332 SO 024 207

Malaysia. National Studies. Asia-Pacific Programme of Education for All.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Developing Nations; Educational Assessment; Educational Cooperation; Educational Planning; *Educational Policy; Educational Research; Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS- *Asia Pacific Programme of Education for All; *Malaysia; UNESCO

This study examines the work of the Asia-Pacific Programme of Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional, and national levels in Malaysia are examined with a view to achieving universal primary education; eradicating illiteracy; and providing continuing education in support of the above objectives. Chapters include: (1) "Achieving Education for All: An Analysis"; (2) "National Policy of Education for All"; and (3) "Literacy Statistics." Statistical data are presented,

Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Developmental Disabilities; Early Intervention; Elementary Secondary Education; Libraries; Older Adults; *Personal Autonomy; Preschool Education; Public Policy; Rural Areas; *Social Integration; Technology; Vocational Education

This feature issue of a newsletter on community integration of individuals with developmental disabilities considers the role of assistive technologies. It describes efforts to utilize consumer direction, public policy, creativity, energy, and professional know-how in the pursuit of technology-based opportunities to enhance community inclusion, social and economic contribution, and self-determination. Feature articles include: "Assistive Technology: Building a National Commitment to Liberation" (Bob Williams); "Access to Assistive Technology: A Public Policy Status Report" (Michael W. Morris and Christopher Button); "Facilitating Access: The Tech Act Amendments" (Tom Harkin); "TECH TOTS Libraries: Family-Run Technology Lending Programs" (Kathleen Gradel and Caroline McMeekin); "Great Beginnings: Assistive Technology for North Carolina's Infants, Toddlers, and Families" (Lawrence H. Trachtman and Patsy L. Pierce); "Special Education and Assistive Technology: Systems Change Missouri Style" (Diane Golden); "Bringing Assistive Technology to Transition-Age Youth in Rural Minnesota" (J. Martin Carlson and Lisa Vervena); "Creating New Possibilities: Courage Center's Vocational Services Computer Program" (Jennifer Mundl); "AgrAbility: Cultivating Independence through Rural Partnerships" (Randall L. Rutta); "Recreation: Turning Dreams into Reality in Utah" (Marilyn Hammond); "Assistive Technology and the Move to Community Living" (Laurel S. Mendelson); and "Aging and Assistive Technology: Improving Services to Older Adults" (Jane Gay and Joseph P. Lane). A list of seven assistive technology organizations and nine print resources is provided. (JDD)

but also and more specifically the daily life and common experience of the group. Traditional teacher education is seen as emphasizing the former through its structure and content, and it is argued that an emphasis on teacher acculturation would be more appropriate and would complement the current emphasis on communicative competence in language instruction to promote cultural competence. A preservice language teacher education curriculum that would have two parallel strands is suggested. One strand, linguistic training, would include instruction in both theoretical and applied linguistics. The other, a social science strand, would focus on providing knowledge of the sociocultural system and insights into application of that knowledge to daily reality. It is proposed that this approach would provide language teachers with the tools to teach in a truly intercultural fashion. Contains six references. (MSE)

ED 379 909 FL 022 325

Sosa, Alicia Salinas
Questions and Answers about Bilingual Education = Preguntas y Respuestas Acerca de la Educacion Bilingue.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Educational Objectives; Elementary Secondary Education; English (Second Language); *Instructional Effectiveness; *Limited English Speaking; Second Language Instruction; *Student Evaluation

This resource booklet, in both English and Spanish, was developed to answer commonly asked questions about bilingual education. The booklet is intended to clarify the benefits to be derived from quality bilingual education. Questions and answers are divided under the following headers: (1) program questions (e.g., what is bilingual education and what are the goals of bilingual education); (2) rationale questions (e.g., why do we need bilingual education); (3) implementation questions (e.g., how long should a child remain in bilingual education?) and (4) evaluation questions (e.g., what should the school do if a child has not reached exit criteria?). The answers provided for each question are substantial. (JL) relying on coindexing, along the lines of Muller (1991). The Quebec French data show that the general hypothesis of Zanuttini (1988) on negative concord doesn't hold. It is obvious that in Quebec French, as in standard French, "pas" is a VP modifier and still exhibits concord. It follows that concord cannot be correlated with the syntactic status of negation in a language and can be considered as constituting a parameter of its own. Sample sentences are given, for example, "Je ne dirai a personne de partir" (standard French); "Je dirai pas a personne de partir" (Quebec French); "I won't tell anybody to leave" (English translation for both sentences above.) (Contains 35 references.) (CK)

ED 379 929   FL 022 785

Griffith, Thomas W.
ESL: English as a Subversive Language.
PUB DATE- Jan 93
NOTE- 63p.; Master's thesis, University of Massachusetts, Boston.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Cultural Pluralism; Cultural Traits; *Democratic Values; Diachronic Linguistics; *Educational Policy; *English (Second Language); *Language Role; Political Influences; Politics of Education; *Public Policy; Second Language Instruction

Several cultural traits often associated with Anglo-American tradition are examined, and their significance in the debate over the spread of English as the world's dominant language is discussed. It is argued that these traits of Anglo-American culture are generally beneficial to society and individuals within it, and that they are reflected in the English language. The first cultural asset discussed is wealth. Just as physical and cultural factors are seen as contributing to the society's overall affluence, English is seen as linguistically rich and expansionist. The second attribute of Anglo-American society examined is egalitarianism. In the same way that the society has supported egalitarian principles, English reflects these principles in a number of historical developments: loss of "thou"; a leveling of honorifics; and the emergence of commonly used slang. Third, individualism is explored. In English, "I" is capitalized despite its non-capitalized German antecedent; the use of the prefix "self-" has multiplied; and literacy is widespread, signifying the importance of the individual in society. It is proposed, based on these observations, that the spread of English throughout the world is a benignly subversive activity, corresponding to a spreading of democratic societal values. (MSE)

community they serve. It also stresses the value of language programs that equip students to use language as a tool for communication in real-life situations. Because curriculum development is complex, this document aims to simplify the process and guide the creation of sound language programs that meet provincial standards. Program developers are encouraged to draw upon the resources available to them from local school jurisdictions, the linguistic and cultural communities they serve, and any accessible government agencies to assist in this process. Sections include the following: (1) Philosophy; (2) language programs in Alberta; (3) language and culture programs and steps for development; (4) planning for communicative language instruction; and (5) appendices (procedures for locally developed language programs; language program development checklists; glossary; and a list of Alberta Education resource personnel as well as heritage language associations.) (JL)

ED 379 949 FL 022 830

O Baoill, Donall P.
TEANGA: The Irish Yearbook of Applied Linguistics, 1994 = Bliainiris na Teangeolaiochta Feidhmi in Eirinn, 1994.
PUB DATE- 94
NOTE- 125p.; Special issue on the theme: "Research in Progress in Applied Linguistics in Ireland". Journal formerly subtitled: "Journal of the Irish Association of Applied Linguistics".
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Computational Linguistics; English; English (Second Language); Foreign Countries; Higher Education; *Irish; Language Attitudes; *Language Research; Learning Motivation; Learning Strategies; Second Language Instruction; Second Language Learning; Study Abroad; Syntax; *Translation; Uncommonly Taught Languages
IDENTIFIERS- Cushitic Languages; Deixis; *Ireland; Spain

Nine papers presented at an Irish Association for Applied Linguistics (IRAAL) seminar on research in progress in applied linguistics in Ireland are included in this volume. Papers and authors are as follows: "Nuclear Prominence in Hiberno English: A Preliminary Investigation" (Rosemary O'Halpin); "The Translatability of Nil Equivalence Terms" (Ignacio Hernandez Lasa); "Deixis and Translation" (Bill Richardson); "Exploration, Challenge, and Change in the Teaching of Irish at Post-Primary Level" (Muiris O Laoire); "The Year Abroad--A Linguistic Challenge" (Riana Walsh); "Syntactic Typology and 'Free Word Order' in Cushitic" (John Ibrahim Saeed); "L2 Motivation as a Qualitative Construct" (Ema Ushioda); "The Introduction of Irish as a Target Language to the Eurotra Machine Translation System" (Dorothy Kenny); and "Developing Strategies and Attitudes" (Rosa Ma Lopez Boullon). (JL) interinstitutional and interorganizational collaboration, advocacy, policy development and implementation, funding, and use of available technology. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 379 968 FL 800 904

Huss-Lederman, Susan Ann
Learner Helping Learner: A Sociolinguistic Analysis of Low-Literate Adult Learners Using Educational Computer Programs in the Learning of English as a Second Language.
PUB DATE- 94
NOTE- 513p.; Doctoral Dissertation, Georgetown University.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Computer Assisted Instruction; Discourse Analysis; *English (Second Language); Interaction; *Interpersonal Communication; Introductory Courses; *Literacy Education; Second Language Learning; Sociolinguistics

An interactional sociolinguistic discourse analysis of adult, low-literate, beginning learners of English as a Second Language is presented. Four pairs of non-native speakers of English worked together on drill and practice software, interacting with each other, teachers, and software. All had zero to 6 years of previous schooling. Each pair was videotaped in interaction at the computer. The discourse analysis used several approaches: interethnic discourse and conversational style; communication accommodation theory; categorization of syntactic forms; politeness in speech; participant role analysis; conversational analysis; and forms and functions of repetition. Analysis found that the discourse was marked by use of directives, repair and correction routines, and various forms of repetition. Major findings include these: that social interaction surrounding use of drill and practice software is similar to task-based talk in other social settings (characterized by economical yet creative speech); face considerations are less important than clarity in issuing directives and correction; and learners employ a wider variety of discourse strategies when working with each other than with teachers. Further research on the interactional requirements of computer-assisted learning for adult literacy is recommended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; Enrollment; *Expenditures; Foreign Countries; Higher Education; *Income; *Operating Expenses; *School Funds; State Colleges; *State Universities
IDENTIFIERS- *Ontario

This report provides detailed financial information for provincially-assisted colleges and universities in Ontario (Canada) for the fiscal year ended April 30, 1994. It describes university accounting procedures, principles for reporting financial data, and definitions. Nine tables provide summary information on revenue, expenses, fund balances, and enrollment for all 43 provincially-assisted universities and colleges in Ontario. Fifteen tables provide summary information on revenue, expenses, and fund balances for the 21 provincially-assisted universities. The bulk of the report consists of individual financial reports for each university, providing data for fiscal year 1994 on: (1) combined revenue and expenses and changes in fund balances; (2) revenue and additions by source and type of fund; (3) expenses by object and type of fund; (4) actual operating expenses by object and functional area; and (5) general funds changes in appropriated fund balances. (MDM)

ED 379 990 HE 028 091

Financial Report of Ontario Universities, 1993-94. Volume II - Affiliated and Federated Colleges and Universities.
PUB DATE- Dec 94
NOTE- 278p.; For volume 1, see HE 028 090.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Church Related Colleges; Educational Finance; *Expenditures; Foreign Countries; Higher Education; *Income; *Operating Expenses; *School Funds; Tables (Data)
IDENTIFIERS- *Ontario

This report provides detailed financial information for all 22 church-related colleges, universities, and seminaries in Ontario. Fourteen tables provide summary information on revenue, expenses, and fund balances. The bulk of the report consists of individual financial reports for each of the 22 institutions, presenting five tables that outline fiscal year 1994 data on: (1) combined revenue and expenses and changes in fund balances; (2) revenue and additions by source and type of fund; (3) expenses by object and type of fund; (4) actual operating expenses by object and functional area; and (5) general funds changes in appropriated fund balances. (MDM)

ED 380 010 HE 028 125

Bangura, Abdul Karim
The Focus-Group Approach as an Alternative for Collecting Faculty Evaluation Data To Improve Teaching.
PUB DATE- Nov 94
NOTE- 15p.; Paper presented at the Center for Educational Development and Assessment Conference on Faculty Evaluation (San Juan, Puerto Rico, November 8-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- College Instruction; Data Collection; *Faculty Evaluation; Higher Education; *Interviews; *Research Methodology; *Research Problems; Student Attitudes; *Student Evaluation of Teacher Performance; *Student Surveys; Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- *Focus Groups Approach

This paper contends that the survey research approach is limited for generating substantive data to improve college teaching, because it is impersonal, lacks opportunities for probing, suppresses the idea of discourse by offering fixed-choice and yes-no questions, disregards respondents' social and personal contexts of meaning, and is dependent on the competence of coders as ordinary language users. In effect, the role of language is ignored in collecting faculty evaluation data. Use of the focus group approach is presented as an alternative. Three in-class faculty evaluation survey instruments were completed by 468 university students, and focus group interviews were conducted with 86 students. Survey instruments had varying numbers of fixed-choice and/or open-ended questions and covered instructor performance, testing, and course objectives. Surveys revealed that faculty members were doing a good job, leaving unanswered the question of why students were dissatisfied with some of their professors and why students were not achieving. The focus group approach was more helpful in linking the conceptualization of the problem to the collection and analysis of data; delineating connections between causes and effects in student achievement; and specifying students' need for affection, empathy, or belonging to a subculture. (JDD) the postsecondary program participants chose Arizona schools, while 11 percent chose out-of-state schools. About half of the respondents had been gainfully employed more than 6 months since graduation, 31 percent had been employed less than 6 months, and 20 percent had not been employed. Students in high school vocational education programs were the most likely to have worked 12 months since graduation. Nine percent of the male graduates and less than 1 percent of female graduates were in military service. Approximately 4 percent had not enrolled in school, worked, or entered military service. Respondents were quite satisfied with their high school experience as preparation for the future. Findings are analyzed in terms of grade point average, ethnic group status, persistence in postsecondary education, problems in finding employment, and factors associated with highest levels of unemployment. Results are compared with results from previous years' surveys of the Classes of 1991 and 1989. Appendices provide supplemental information about the study. (JDD)

systems will need to be substantially restructured to effectively serve society's future needs and expectations with the limited resources likely to be available to them in the future. (JDD)

ED 380 049 HE 028 203

Norton, George W.; Paczkowski, Remi
Reaping the Return on Agricultural Research and Education in Virginia. Information Series 93-3.
PUB DATE- Oct 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Colleges; *Agricultural Education; *Agricultural Production; Agriculture; *Economic Impact; Educational Economics; Farm Management; Financial Support; Higher Education; *Investment; *Productivity; Research Projects; Rural Extension; School Support; State Universities; Tables (Data)
IDENTIFIERS- *Return on Investment; *Virginia

This report focuses upon the economic and other contributions that agricultural research and education have made to Virginia over the past 40 years. Agricultural research, extension, and classroom instruction contribute in the following ways to Virginia's citizens: increased supplies and reduced costs, improved competitiveness, multiplier effects on income and employment in the economy as a whole, food safety and environmental quality, and an educated workforce. Each dollar invested in agricultural research, teaching, and extension programs has generated $4 to $15 in increased farm production over a period of 8 to 15 years. Virginia farm production has increased by 63 percent during the past 4 decades, while the land in farms has declined by 47 percent and labor on farms has declined by 89 percent. These productivity advances to a large extent have been made possible because of the agricultural research, extension, and teaching programs of Virginia Polytechnic Institute and State University. Improvements in productivity associated with investments in these programs account for 46 percent of the $290 million expansion in farm production. Taxpayer dollars are needed to support agricultural research and education because social benefits exceed private benefits and because there is a complementarity between research and education. Appendixes provide a summary of the statistical analysis and a description of the input-output model. (Contains 33 references.) (JDD)

*Visual Literacy
IDENTIFIERS- *Student Empowerment

Recognizing the decline in student visual communication skills, faculty from different disciplines collaborated in the design of a visual literacy course. The visual literacy skills developed in the course are that students learn in the following ways: (1) through faculty presentation and demonstration of the various tools available; (2) with hands-on practice and discovery; (3) in a tutorial manner; and (4) through observation learning--faculty members utilizing visual mediums with well produced visuals. A key element to student success in the course was the faculty's knowledge and emphasis of the importance of visual literacy. The progression of the course, which began in 1967, follows four distinct stages of development. In stage one, the process of creating slides is cumbersome, requiring several steps and student dependence on professional staff. Stage two is marked by the introduction of personal computers, and a decrease in dependency on professional staff. During stage three, students begin to grasp the importance of effective visuals, as they learn the language of visual literacy, practice skills first hand, and achieve near to total empowerment. Stage four is the current stage, similar to stage three, with the added component of multimedia. The outcome of the visual literacy class is the contagious interest that it has resulted in, with fellow students, faculty, and clients impressed with and wanting to know more about the use of technology in presentations. (Contains 9 references.) (MAS)

all messages against their stored images. Although effective visual communication may be developed through a variety of creative techniques, the lack of creativity in educational materials is a noted reason for their ineffectiveness. It is contended that design elements, through the use of color, line, shape, etc., can express world views by producing a responsive emotional effect in the recipient by a visual stimulus. Sociovisual and ethnovisual elements make an image familiar and comfortable. In a society that is becoming more and more dependent on images, the visual efficacy of images will become increasingly critical. Educators must recognize and capitalize on recipients' unique world views, so they can effectively respond to their needs and accomplish educational goals. Seven figures illustrate socio- and ethnovisual images. (Contains nine references.) (Author/MAS)

ED 380 087 IR 017 008

Metallinos, Nikos
Approaches to Visual Communication Media Criticism and Their Application to Television Genres.
PUB DATE- 95
NOTE- 21p.; In: Imagery and Visual Literacy: Selected Readings from the Annual Conference of the International Visual Literacy Association (26th, Tempe, Arizona, October 12-16, 1994); see IR 016 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Criticism; Evaluation Methods; *Film Criticism; Foreign Countries; Graphic Arts; Literature Reviews; *Mass Media; *Television Viewing; Theories; Visual Arts; Visual Literacy
IDENTIFIERS- *Visual Communication

Several schools of thought regarding media criticism, derived from diverse disciplines and literary sources, have emerged during the last decade. To examine their application to the visual communication media arts such as film and television, this paper: (1) reviews the literature of media criticism; (2) discusses various approaches to visual communication media criticism; and (3) provides examples of the application of existing visual communication approaches to criticism. Discussion includes parameters of visual communication media arts, critical approach versus critical method, and selection of criteria for the evaluation of visual communication media arts. The following critical approaches and their applications are examined: journalistic; historical; sociological; rhetorical; narrative; cultural; semiological; psychological; ideological; genre; producer's; and visual literacy. It is suggested that the development of visual media criticism is directly related to and depends upon the development of verified theories of the various visual communication media arts. (Contains 74 references.) (MAS)

Advancement
IDENTIFIERS- *Library Services and Construction Act; *Twin Falls Public Library ID

The grant received for the Literacy Program of the Twin Falls (Idaho) Public Library (approximately $24,000) has contributed to the overall improvement of the library system afforded by construction of a new addition planned for completion in February 1991. Grant funds supporting the literacy program complemented funds from a bond issue for construction. A state-administered grant to automate the library catalog also fits well with the enhancement of literacy services. The grant has made possible the construction of tutoring carrels and the purchase of literacy computer hardware and software, as well as audiovisual materials related to literacy and job skills. Grant money has also been spent on preparation material for the GED and basic job skills. Processing procedures have been revised to accommodate the unusual formats of newly purchased literacy materials. Public use of the literacy hardware has been halted pending completion of the construction, but grant monies were spent in preparation for the opening of the new addition. Appendixes include a budget summary and pictures of the construction in progress. Also attached are publications produced through grant funds relating to literacy. These include catalogs of new materials with annotations and suggested uses. (SLD) students of varying entry learning mathematics performance were also investigated. Subjects were assigned to CBI-audio or CBI-text conditions by stratified matched pairs within three existing classes. Both groups completed three lessons from the Alberta (Canada) CBI mathematics curriculum for grade 10. For the audio condition, lessons were modified by adding redundant audio through male voice instructions. Analysis of scores on a mathematics achievement test did not indicate any effects of CBI delivery mode on comprehension and mastery, but did indicate that redundant audio did reduce time required to complete practice questions, implying greater learning efficiency for the CBI-audio condition. No significant attitude differences were found overall, but lower ability students were more positive in the dual channel (redundant audio) condition. Seven tables illustrate study findings. (Contains 11 references.) (SLD)

Future" (Cindy Faries) and "The High Cost of Reference: The Need to Reassess Services and Service Delivery" (Karen Storin Summerhill) demonstrate an acute awareness of the cost of reference services. The interrelationship of libraries and technology is the subject of "The Emerging National Information Infrastructure and Reference Services" (Craig A. Summerhill), "The Challenge of CD-ROMs for Libraries" (Robert L. Bolin), and "Planning Online Reference Services for the 90s" (Ron Force). Several articles take a close look at aspects of the relationship between libraries and education: "Education for Reference/Information Service: A Quantitative and Qualitative Analysis of Basic Reference Courses," (Ronald R. Powell and Douglas Raber) "Competence and the New Paradigm: Continuing Education for the Reference Staff," (Darlene E. Weingand) and "Improving Reference: Preliminary Thoughts on a Return to the Classroom" (Eugene A. Engeldinger). "Roles of the Head of Reference: From the 1990s to the 21st Century" (Mary Nofsinger and Allan Bosch) and "Plan for Service: Professional and Non-Professional Reference Staff" (Adrien Taylor) take a look at the roles of the reference staff. "Evaluating Reference Services and Reference Personnel: Questions and Answers from the Literature" (Charles A. Bunge) is a fitting conclusion to the volume since evaluation of services and personnel is necessary in the changing context of libraries. (MAS)

Moore, Nelle
Persistence and Attrition at San Juan College.
PUB DATE- Mar 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; Educational Attainment; Enrollment Influences; Questionnaires; *School Holding Power; *Student Attitudes; *Student Attrition; *Student Educational Objectives; Student Needs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- San Juan College NM

A project was undertaken at San Juan College, in New Mexico, to examine findings from several studies of student persistence and retention to shed light on factors influencing persistence at the college. The project took into account several definitions of persistence, including re-enrollment in the subsequent semester (semester to semester), re-enrollment the following fall semester (fall to fall), and persistence in relation to indicators of student educational goals such as full-time or degree seeking status. Results of the project indicated the following: (1) in 1991 and 1992, fall to fall persistence rates for part-time (PT) degree seeking students were 42% and 35%, respectively, and 59% and 46% for full-time (FT) degree-seeking students; (2) semester to semester persistence rates for fall 1993 were 79% for FT students and 45% for PT students, with higher fall to spring persistence rates than spring to fall rates; (3) in general, FT, regular students persisted at higher rates than part-time or provisional students; (4) 54% of students who left after one semester reported that they had achieved their educational goals; (5) common reasons for students not returning after the first semester included a lack of desired courses (15%), family responsibilities (14%), and job (12%) responsibilities; and (6) 28% of non-returners planned to re-enroll at the college within the following year. (MAB)

Pianelli, Mary Ann
Technology Middle College.
PUB DATE- Feb 95
NOTE- 19p.; Paper presented at "Workforce 2000," the Annual Conference on Workforce Training of the League for Innovation in the Community College (3rd, San Diego, CA, February 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *College School Cooperation; Community Colleges; Education Work Relationship; High Schools; Job Skills; *Partnerships in Education; Program Development; Program Implementation; *Relevance (Education); School Demography; *Technical Education; *Tech Prep; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- *2 Plus 2 Plus 2 Programs; Houston Community College System TX; Houston Independent School District TX

To ensure that tech prep reaches at-risk students at the earliest possible stages, the Houston Community College System and the Houston Independent School District have designed a Tech Prep Middle College (TPMC) providing high school students with a 6-year program of study beginning in 9th grade and leading to an Associate in Applied Science degree with advanced technology skills. The TPMC features a strong community-based component, encouraging field trips and community service at all levels. The first 2 years of the program feature interdisciplinary coursework designed to interrelate English, math, social studies, and science in the classroom as they exist in the real world. The final 2 years of the high school component allow students to specialize in engineering technology courses, where the academic component of the school is somewhat more traditional but still provides integration between academic subjects and vocational/applied technology courses. The post-secondary phase of the program continues the supportive atmosphere of the secondary program and allows students to pursue technical and academic course work applicable toward both an associate degree conferred by TPMC and transfer to a four-year institution. In fall 1994, the TPMC enrolled its first class of 60 students who were 46% Hispanic, 19% Black, and 55% male. Problems encountered by the program included lack of space, improperly designed facilities, and lack of realistic planning beyond the program's first year. (Includes program requirements, mission statement, and a timeline of TPMC implementation.) (MAB)

support programs; and basic adult education. The paper concludes by noting that communities as a united force have the right and the responsibility to demand participation in political, educational, cultural, and collective activities. Contains 23 references. (AP)

ED 380 196 PS 022 991

Simpson, Mary; Ure, Jenny
Studies of Differentiation Practices in Primary and Secondary Schools. Interchange No. 30.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Elementary Secondary Education; Foreign Countries; *Individualized Instruction; Student Needs; Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Differential Ability Tests; Differentiated Curriculum (Gifted); *Differentiation; *Scotland

Differentiation practices are defined by the Scottish Office Education Department as the identification of, and effective provision for, a range of abilities in one classroom, such that pupils in a particular class need not study the same things at the same pace and in the same way at all times. This issue of the "Interchange" describes two studies of differentiation practices in primary and secondary schools. The first study investigated how primary teachers allocate different work to different pupils and the extent to which they match the work to the pupils' achievement levels. The second study examined differentiation practices in four secondary school subject areas, mathematics, science, English, and modern languages, showing the pattern of differentiation in different subjects, the constraints on developing differentiation, and what pupils need to optimize their learning. Results indicated that differentiation practices can be successful when teachers share with pupils the management of their learning, promote the belief that achievement can improve, use a wide range of sources of information and support, identify a range of needs, and give and receive continuous feedback. (AP) reviewed emphasize the effect of age and environmental influences. Females tend to score higher on verbal measures after the age of 11 to approximately 13, with increasing superiority over males into adulthood. The review concludes that recent studies using sensitive statistical tests suggest that previous reports of gender differences have exaggerated their significance. Contains 31 references. (AP)

ED 380 215 PS 023 050

Child Care: Child Care Subsidies Increase Likelihood That Low-Income Mothers Will Work. United States General Accounting Office Report to the Congressional Caucus for Women's Issues, House of Representatives.
PUB DATE- Dec 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Health; Child Rearing; *Day Care; Early Childhood Education; *Employed Parents; Family Financial Resources; Federal Programs; *Financial Support; Grants; Influences; *Low Income Groups; *Mothers; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Child Care Costs; National Child Care Survey 1990

Noting Congressional interest in encouraging low-income mothers to seek employment as an alternative to receiving welfare, this report describes a study of the impact of child care expenditures on mothers' decision to work and compares the differences in costs for poor, near-poor, and non-poor mothers. The study developed measures for predicted wages and child care expenditures, and separated the sample into three groups: poor, near-poor, and non-poor mothers. Data were drawn from the Urban Institute's 1990 National Child Care Survey, and the Survey's Low Income Sub-study. Analysis of findings showed that subsidizing child care costs has the greatest impact on poor and near-poor mothers' decision to work, as compared with non-poor mothers. Half of poor mothers used informal care for their children. The results suggest that child-care subsidies can make a substantial difference in the probability of poor and near-poor mothers' maintaining employment. The report's two appendices provide an economic analysis of the effect of child care subsidies on mothers' decision to work and General Accounting Office (GAO) contacts and acknowledgements. Contains 14 references. (AP)

surveys. Results indicated that even parents with relatively few social, educational, and economic resources are sensitive to maturational changes in their children, and that they are very concerned about their child's readiness for school. The most striking finding is the similarity in the concerns of parents and providers. Among the early warning signs of preschool difficulty identified by both parents and professionals in both samples were poor self-concept, negative parent-child relationship; and unsafe or impoverished neighborhoods. Preferred sources of advice and support included one's own parents or other parents, and health and social service professionals. However, one of the most disheartening findings was the number of parents who described concerns and problems, but could not identify a source of advice or support. The information collected from the parents in both samples suggested three ways communities can help parents improve preschool and kindergarten readiness: (1) broaden public education efforts regarding young children's development; (2) tighten links between services, and between service providers; and (3) increase the number of community-based programs for families with infants and toddlers. The survey instruments are appended. Contains 23 references. (HTH) districts provided education and support services to 2,468 children of seasonal and migrant farmworkers. Although the program is federally funded, school districts provided various support services, such as transportation, use of staff, availability of school buildings, availability of computer labs and books, and other resources. Services to children aged 3-21 included health physicals; reading, math, language arts, and career awareness activities; English language instruction; social skills training; and meals. Each of the 10 school districts reported on 7 "desired outcomes" with respect to early childhood education; secondary education; parental involvement; two support services such as health, nutrition, or transportation; and two academic subjects such as math, reading, or social studies. This report lists desired outcomes and results of on-site evaluations for each school district. Appendices provide details on parent activities, home contacts, student gender and ethnic group, health problems and treatment provided, student age and migrant status, and instructional services provided. (LP)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anti Intellectualism; Capitalism; *Educational Environment; Educational Principles; Elementary Secondary Education; *Gifted; Hidden Curriculum; Higher Education; Human Capital; *Intellectual Development; Intelligence; *Role of Education; Social Stratification; *Special Education; Student Development; Talent Development
IDENTIFIERS- School Culture

In interpreting the intellectual and cultural contexts of gifted education, this book considers how and why U.S. schooling fails to care for intellect and to develop the talents of all children. Rather than acting as stewards charged with nurturing intellectual development, schools concertedly devalue intellect, and this shortcoming is most striking in the case of the gifted. The culture of schools conditions responses from teachers, students, and parents that constrain learning to specific instrumental purposes. Such objectives are based in prevailing societal values and are part of the larger aims of preparing "competitive" workers to serve the nation's economic interest and, in the case of gifted students, producing efficient and pragmatic technicians and managers who will respond uncritically to what their employers ask of them. Chapters in this book discuss the origins and mechanisms of anti-intellectualism in U.S. schools; how gifted education devalues intellect; effects of poverty, sexism, and racism on intellect (schooling for the subservience of women and minorities); the intellectual potential of schooling and the imperative for thought in postmodern society; and rethinking the potential of schooling (including the role of teachers, equity issues, and prospects for postsecondary education). This book contains over 500 references and name and subject indexes. (SV)

Botany: High-School Science Fair Experiments.
PUB DATE- 95
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- *Botany; Extracurricular Activities; *High Schools; Science Activities; Science Education; Science Experiments; *Science Fairs; Science Projects; *Student Projects

This book for high school students presents 20 different science fair projects that provide an opportunity to learn how plants are affected by natural and man-made influences on their environments. Many experiments in the book were adapted from original International Science and Engineering Fair projects. Each project includes in-depth background information, an overview, a materials list, step-by-step illustrated instructions, procedures for collecting and analyzing data, and suggestions and resources for further study and experimentation (including suggestions for making modifications and creating a unique project). Part I, "Before you Begin," discusses introductory botany concepts, scientific research, and choosing a project. Part II, "Looking for Solutions," Part III, "The Assault on Plants," and Part IV, "Plants and Plant Life," describe the projects. An appendix, "Using Metrics," is a guide to the use of the metric system. The book concludes with a glossary of scientific and botanical terms, a listing of 12 scientific supply companies, 20 sources of information on botany and science fairs, and an index. (LZ)

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Historical Materials (060)
DESCRIPTORS- *American Indian History; Culture Conflict; *Culture Contact; Environmental Education; Higher Education; Resource Materials; Seafarers; Slavery; *Western Civilization; *World History
IDENTIFIERS- *Columbus (Christopher); *Columbus Quincentenary

This document provides interpretive and bibliographical information concerning Christopher Columbus and his voyages to the New World. Following a preface, Part A of the sourcebook presents four authors' "Introductory Perspectives" on the meaning of Columbus' contacts with the Americas. Part B consists of resources on: (1) "Europe and the Americas in the 15th and 16th Centuries"; (2) "Columbus, His Voyages, and Other Early Explorations"; (3) "Impacts on Europe and the World"; (4) "Impacts on the Western Hemisphere"; ;(5) "Ecological and Agricultural Impacts"; (6) "Slavery"; (7) "Indians of North America"; (8) "Indians in Washington and the Impact of Treaty Making"; (9) "Historiography of Columbus"; (10) "Other References and Directories"; and (11) "Major Quincentennial Events in Washington." Appendices provide notes about the sourcebook's contributors and an index of authors and editors. (SG)

ED 380 312 SO 023 900

Wyoming Arts: An Education Plan for Visual Arts, Dance, Music, Theatre, Literary Arts.
PUB DATE- 93
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Curriculum Development; *Dance; Elementary Secondary Education; Interdisciplinary Approach; *Literature Appreciation; *Music; Music Education; Special Education; State Curriculum Guides; Theater Arts; *Visual Arts
IDENTIFIERS- *Wyoming

This document presents guidelines to assist educators in the state of Wyoming to develop performance based outcome objectives for the performing and literary arts. An introductory passage argues that art can promote the development of such basic skills as communication, discipline, and analytical thinking, while also promoting the general quality of life and the future view of contemporary society. The document also suggests that the arts can be an important part of special education, by reinforcing, following up on, and supplementing basic instruction. For grades K-12 there is a call for instruction for all students in the areas of visual arts, dance, music, theater, and the literary arts. Individual sections on each of the arts include detailed appendices. (SG) noting that universal primary education has been achieved in Malaysia, but that the challenge is to improve the quality of education, minimize attrition, and extend the universal education to the 11th grade level. Suggested strategies to address the program goals focus on the out-of-school youths, to provide them with vocational training and continuing education; and to focus on functional literacy programs for adults in rural and economically depressed areas. (EH)

ED 380 333 SO 024 210

Osborn, Cliff; And Others
BETTER Social Studies: Building Effective Teaching Through Educational Research.
PUB DATE- Nov 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; *Educational Research; Elementary Secondary Education; Geography Instruction; History Instruction; *Instructional Effectiveness; *Learning Strategies; Map Skills; Multicultural Education; Problem Solving; *Social Studies; *Teaching Methods
IDENTIFIERS- Maryland; *Project BETTER MD

This document presents the initial set of research findings for social studies that is part of Project BETTER, a project of the Maryland State Department of Education to promote more effective instruction. The project has three major objectives: (1) to identify current research on effective instruction; (2) to synthesize this research in the form of non-theoretical summaries; and (3) to deliver this information directly to practitioners. The information in this publication and in the accompanying data base is designed as a resource to assist teachers in expanding and refining their repertoire of teaching strategies and to guide instructional planning and decision making. This resource provides a guide to teachers as they consider their curriculum objectives, the nature and needs of their students, their personal style of teaching, and their available instructional resources. The first section, covering general areas, discusses setting goals for students, homework, debriefing, advance organizers, computer use in social studies, teaching for problem solving, classroom climate, geography, multicultural education, teaching history, teaching law related education, and teaching economics. The second section of the document includes five topics relating to a learning continuum: (1) imagery strategies for early learning years; (2) map skills for early learning years; (3) vocabulary development for middle learning years; (4) human relations and the middle school social studies curriculum; (5) teacher enthusiasm in upper grades; and (6) discussion of controversial issues and moral dilemmas. The third part discusses special populations of students. The fourth part is devoted to thinking skills. (DK)

ED 380 334 SO 024 211

Fuerst, Ann Heidt, Ed.
Egyptian Art: An Integrated Curriculum Guide for the Intermediate and Middle School Student.
PUB DATE- 92
NOTE- 239p.; A set of slides accompanies this guide.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African History; *Ancient History; Archaeology; Area Studies; Art Activities; *Art History; Cultural Education; Foreign Countries; Intermediate Grades; Junior High Schools; Language Arts; *Material Culture; Middle Eastern History; Middle Schools; Museums; Non Western Civilization; Number Systems; Science Activities; Social Studies
IDENTIFIERS- *Egypt; *Egyptian Art

This curriculum guide offers instructional materials to integrate the study of ancient Egyptian art across the curriculum. It is designed to be used in coordination with a student field trip to a related exhibit at the San Diego (California) Museum of Man. Materials can be adapted for use independent of the exhibition. Designed for students and teachers, some materials are in English and Spanish. Lessons follow curriculum area disciplines: history-social science, English-language arts, mathematics, science and health, technology, visual arts, and assessment. Games, activities, datasheets, and worksheets along with teacher answer sheets are provided. Lessons explore topics such as, Egyptian art and artifacts, hieroglyphs, number systems, and mummies. Background information provides illustrations and information about the pre-Dynastic era, the middle kingdom, the new kingdom, royalty, private people, funerary practices in ancient Egypt, and Graeco-Roman concerns. The guide concludes with a glossary and an index. Contains 33 references. (MM)

ED 380 335 SO 024 214

Sherman, Janice; Thompson, Marlene
Reflections on Diversity: Implementing Anti-Bias Curriculum in the Primary Grades.
PUB DATE- Mar 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Cultural Activities; *Cultural Awareness; *Cultural Background; *Cultural Differences; *Cultural Pluralism; Kindergarten; *Multicultural Education; Primary Education; Student Characteristics
IDENTIFIERS- Antibias Practices; Diversity Concept

Teacher-developed activities in one kindergarten classroom in Rogers (MN) are the focus for introducing diversity in primary grades. The process of planning the curriculum is described, along with a list of strategies to implement in the classroom for the school year. A set of persona dolls, one male and one

ED 380 355 SO 024 366

Habashi, Zeinab S.
The Perceived Influence of Children in Family Purchasing Decisions. A Comparison between American and Egyptian Families in the U.S.A.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Child Role; Comparative Analysis; *Consumer Economics; *Decision Making; Economic Research; Family (Sociological Unit); *Family Characteristics; Foreign Nationals; Higher Education; Parent Child Relationship; *Purchasing
IDENTIFIERS- *Egyptians

This study investigated the influence of children on family purchasing decisions across two populations, white Americans and Egyptian families residing in the United States. The study also sheds some light on cultural influences that determine consumer behavior of Egyptian American families as distinguished from white American families. This study attempted to discover the influence of children on decision making in white American and Egyptian American families from the perception of both children and parents and further to discover if the influence children have differs between the two groups. Areas such as children's influence on family marketing decisions, and characteristics of the Egyptian family were investigated. The data for this study were gathered from 88 white American children and their parents and 78 Egyptian children and their parents residing in the United States. Four research questions were explored: (1) How does age affect children's perceptions of their influence on family purchasing decisions and how does this factor differ between the two groups? (2) How do children's perceptions of their influence on family purchasing decisions for family vacations differ between the groups? (3) How do children's perceptions of their influence differ for various subdecisions of product categories for each family purchasing decision? (4) How do parents perceive the influence of their children on family purchasing decisions and how are their perceptions different from those of their children? The findings show that culture was not a significant factor. Age did appear to be a significant factor in all children's influence for vacation selection. (DK)

ED 380 356 SO 024 411

Population. Readings for Senior Secondary Social Studies. Updated 1989.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Employment Immigration Canada, Ottawa (Ontario).
PUB DATE- 89
NOTE- 83p.; Some photographs and illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Birth Rate; *Demography; Family Planning; Foreign Countries; Human Geography; Immigration; Migration; Migration

ED 380 375 SO 024 683

McGeehan, Alexis; Han, Jea
Does Cultural Education Affect Children's Attitudes?
PUB DATE- May 94
NOTE- 40p.; Thesis project, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Background; *Cultural Education; *Cultural Exchange; Cultural Influences; Cultural Interrelationships; Culture Contact; Grade 4; Heritage Education; *Intercultural Programs; Intermediate Grades; Multicultural Education; *Student Attitudes
IDENTIFIERS- Virginia

This thesis project describes an experiment with elementary students to see if cultural education changes students' attitudes about the culture studied. Two classes of fourth grade students were selected from a city and a county school in the central Virginia area. One class from the city school system was fairly homogeneous with 15 of the 18 students African American and 3 Caucasians; there were 10 females and 8 males. The 21 member class from the county school system was more diverse with seven African Americans, four Asian Americans, one Hispanic, and one Middle Eastern child; there were 11 female and 10 male students. Both classes were given a pre survey containing six positive and six negative statements about Korean culture, with which the students were to agree, disagree, or indicate they did not know the answer. Results were tabulated. Students were then taught three interactive lessons about Korean culture by a Korean American student teacher. After the lessons, the same survey was given to determine any changes in attitudes by the students. The hypotheses tested were that the cultural education would have a noticeable positive effect on students' attitudes and that the effect would be greater in the heterogeneous class. When the difference scores of the heterogeneous class were compared to the difference scores of the homogeneous class, no statistical difference was found. The results clearly show that multicultural education has a positive effect on students' attitudes. The lesson plans used for teaching about Korea are included. A review of the literature on multicultural education is presented, along with a rationale for greater cultural awareness in a student population growing more culturally diverse. (EH)

ED 380 376 SO 024 690

Saxe, David Warren; And Others
Dissertation Research in Social Studies, 1982-1991.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; *Educational Research; Higher Education; Postdoctoral Education; Research; *Research Design; *Research Methodology; Research Proposals; *Social Science Research; Social Studies

This article tabulates doctoral research activity in social studies education as found in "Dissertation Abstracts" published between 1982 and 1991. In this computer-based search, 499 dissertations were identified using "Dissertation Abstracts

ED 380 395 SO 024 854

Jordan, Lois E.
Human Development Theories and Their Applicability to the Middle School Program. A Position Paper.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Developmental Stages; Educational Philosophy; Educational Research; Educational Theories; Grade 6; Grade 7; Grade 8; *Individual Development; Intermediate Grades; Junior High Schools; *Middle Schools; *Piagetian Theory

This paper examines theories of human development within the context of the models presented by the schools of cognitive learning, behavioralism, psychoanalysis, and humanistic views of growth. Stress is placed on the stages of human development that provides a means of better meeting the needs of students ages 10-14 in the middle school milieu. The basic premise of the middle school concept, especially with regard to appropriate curriculum, learning skills, teaching strategies, guidance, and the provision of learning experiences is based on the nature of the child. Teacher educators who believe in the middle school concept have advanced persistently an interrelated set of principles or key characteristics that experience has demonstrated most nearly meet the developmental needs of students in grades 6-8. The unique educational goals and learning environment required for this population are considered in light of information provided by human development theorists. All of the theories have their own strengths and weaknesses, their own possible application, within the organization of the middle school surroundings. Each suggests instructional and guidance processes most apt to enhance learning and adjustment during a period of particular turmoil and transition. Comparisons, contrasts, and criticisms are expressed on models established by such notables as Piaget, Erickson, Bruner, Maslow, Freud, and Rogers. When taken as a body of knowledge, each model affords a part of the entire panorama of human development and addresses the middle school teacher demonstrating the vast impact on middle school education. Contains 29 references. (Author/DK)

ED 380 396 SO 024 857

Singleton, Laurel R., Ed.
Science/Technology/Society: Activities and Resources for Secondary Science and Social Studies.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 95
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Learning Activities; Resource Materials; *Science and Society; *Science Instruction; Secondary Education; *Secondary School Curriculum; *Social Studies; Teaching Methods; *Technology

This book contains 45 activities suitable for use in secondary

ED 380 414 SP 035 761

National Standards for Youth Sports: Modifying the Sports Environment for a Healthier Youth.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- Oct 87
NOTE- 18p.; Organizations involved in developing these standards were: the National Youth Sports Coaches Association, the National Clearinghouse for Youth Sports Information, the National Association of Youth Leagues, and Lifetime Sports & Fitness for Youth.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alcohol Abuse; Athletic Coaches; Athletic Equipment; Athletic Fields; *Athletics; Codes of Ethics; Drinking; Drug Use; Elementary Education; Elementary School Students; Equal Education; Parent Participation; *Parent Responsibility; Parent Role; Safety; *Standards; Team Sports; Tobacco; *Youth Programs
IDENTIFIERS- Athletic Administration; Athletic Facilities; Equal Access; *National Standards

This booklet lists 11 national standards for youth sports programs developed to promote a positive social experience as the primary goal of such programs. Each standard includes information on the background of its development, its rationale, and implementation information. Many of the standards address parent responsibilities. The standards are: (1) parents should select proper sports environment; (2) programs should be based on the well-being of children; (3) parents should encourage drug, tobacco and alcohol-free environment; (4) youth sports must be seen as only a small part of a child's life; (5) coaches must be trained and certified; (6) parents must make an effort to take an active role; (7) parents must be a positive role model exhibiting sportsmanlike behavior; (8) parents must annually sign a parental code of ethics; (9) parents must insist on safe playing facilities, healthful playing situations, and proper first aid applications; (10) parents, coaches and league administrators must provide equal sports opportunity for all youth regardless of race, creed, sex, economic status or ability; and (11) parents in any program capacity must be drug, tobacco and alcohol-free at youth sports activities. (JB)

ED 380 415 SP 035 765

Stein, Nan; Sjostrom, Lisa
Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in Schools (Grades 6 through 12).
PUB DATE- Sep 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Communication; Elementary School Students; Elementary School Teachers; Homework; Instructional Materials; Intermediate Grades; *Learning Activities; Learning Strategies; Secondary Education; Secondary School Students; Secondary School Teachers; *Sexual Harassment; Student Attitudes; *Student Behavior; Teacher Role; *Teaching Methods

This guide to sexual harassment awareness education in grades 6-12 offers five chapters: introduction, preliminary notes, core

ED 380 433 SP 035 823

Brooks, Kent
Total Quality Teaching: Microanalysis of Effective Teaching Practices.
PUB DATE- 10 Dec 94
NOTE- 7p.; Paper presented at the Convention of the American Vocational Association (Dallas, TX, December 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Classroom Techniques; College Faculty; *College Instruction; College Students; Higher Education; *Teacher Effectiveness; *Teaching Methods; Total Quality Management; Vocational Education
IDENTIFIERS- *Outcome Based Education; Wayland Baptist University TX

Within a total quality teaching framework, this paper uses the results of observations of college teachers' classroom practices to develop a list of effective practices for undergraduate education of adult learners. The observations that were the basis for the practices listed here were part of a study of the teaching practices of 50 full-time and adjunct college faculty who taught evening courses to working adults during six 12-week terms in 1993-94 at Wayland Baptist University-Lubbock Center (Texas). These effective practices were observed and applied to a checklist of outcome-based standards developed by the Texas Consortium of State Organizations for Teacher Education. The findings are grouped and listed under nine categories: knowledge base, curriculum integration of practice and knowledge, instructor planning, instructional delivery, critical thinking and problem solving, student diversity, motivation, assessment strategies, and communication techniques. (JB)

ED 380 434 SP 035 824

Average Teacher Salaries in Vermont: 1993-94 School Year.
PUB DATE- 31 May 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Full Time Equivalency; Masters Degrees; Public Schools; *Public School Teachers; School Districts; Secondary School Teachers; Tables (Data); *Teacher Salaries; Teaching Experience
IDENTIFIERS- *Vermont

This publication presents data on average teacher salaries in Vermont schools in 1993. The information is presented in two ways, first calculated at the local education agency (LEA) level and then calculated at the public school level. The tables show LEA name or school name, mean salary, median salary, median years experience, percentage with a master's degree, number of positions included, and number of full time equivalent positions included. Statewide totals and averages are also included for the same categories. (JB)

ED 380 435 SP 035 825

ED 380 452 SP 035 847

Strategies for Effective Teaching: A Professional Development Manual, Louisiana Teacher Assessment Program 1994-1995.
PUB DATE- Sep 94
NOTE- 256p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Educational Planning; Elementary School Teachers; Elementary Secondary Education; Evidence (Legal); Instructional Development; *Instructional Effectiveness; Lesson Observation Criteria; Secondary School Teachers; State Standards; *Teacher Competencies; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; *Teaching Methods; Teaching Skills
IDENTIFIERS- *Louisiana; Teacher Development

As part of the Louisiana state teacher assessment program to enhance student learning, this manual provides suggestions and resources for teacher practice keyed to attributes of the "Louisiana Components of Effective Teaching." Each of these attributes is accompanied by suggested strategies, evidence of completion, and resources. The strategies are specific suggestions for gaining knowledge about and practicing teaching skills; they include varied types of activities. Suggested evidence of completion consists of observable means by which teachers and principals can document professional development activities. The resources section lists materials and persons essential for successful completion of the activity. The attributes are grouped in three sections covering performance domains for planning, management, and instruction. The planning component attribute concerns whether the teacher plans effectively for instruction. The management attributes concern maintaining an environment conducive to learing, maximizing the amount of time available for instruction, and managing learner behavior to provide productive learning opportunities. The instruction attribute concerns delivering instruction effectively, presenting appropriate content, providing chances for student involvement in learning, and assessing student progress. Appendixes contain forms, examples, and supplementary material. (JB)

ED 380 453 SP 035 853

Scheetz, L. Patrick; Gratz, Becky
Teacher Supply & Demand in Michigan and the United States 1994-95.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; Birth Rate; Elementary Secondary Education; *Employment Patterns; Enrollment Projections; Enrollment Rate; Public Schools; Public School Teachers; *Teacher Employment; Teacher Selection; *Teacher Supply and Demand

ED 380 471 TM 022 763

Wilkinson, David
To GED or Not To GED: AISD Dropout Recovery Programs, 1993-94.
PUB DATE- Sep 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Programs; *Cost Effectiveness; Dropout Programs; *Dropouts; Enrollment; General Education; *High School Equivalency Programs; Job Training; Nontraditional Education; Program Effectiveness; Program Evaluation; Public Agencies; School Districts; *Youth Programs
IDENTIFIERS- *Austin Independent School District TX

In fall 1993, the Austin (Texas) Independent School District (AISD) contracted with two community-based organizations to serve eligible AISD dropouts during the 1993-94 school year. The American Institute for Learning and Middle Earth Unlimited, Inc. provided services through the Creative Rapid Learning Center (CRLC) and the 78702 RAYS program, respectively. The CRLC program served 216 youths and the RAYS program served 59. At best, the dropout recovery program reduced the district's annual dropout rate an estimated 1.3 percentage points. The dropouts served represented about 13% of district dropouts each year. Of the youths served, none earned a high school diploma, and only 24% completed the requirements for the GED. While only 1 student returned to school, 78 remained enrolled. However, 129 (47%) left the program. It is recommended that the district continue to place the greater proportion of its resources into dropout prevention, and dropout recovery in dropout prevention but that the district should continue to contract with community-based agencies to provide dropouts with further education and job training, while encouraging the community agencies to serve many more youths. Eight figures and five attachments present findings and supplemental information. (Contains 14 references.) (SLD)

ED 380 472 TM 022 766

Kaiser, Javaid
Teaching Statistics to the Brightest of Other Disciplines.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Educational Technology; *Graduate Students; Higher Education; *Intellectual Disciplines; Needs Assessment; Nontraditional Education; *Research Methodology; *Statistics; *Teaching Methods

Students pursuing master's and doctoral degrees in disciplines other than statistics are required to take applied courses in descriptive and inferential statistics. These students are the brightest in their disciplines but lack mathematical background. Most are older, mature, working professionals who want the best out of these courses. Yet, they do not have more than six credit hours to spare for statistics. These nontraditional students may occupy important career positions after graduation and are likely to use statistics to make advances in their own professions. Although this group of students is the best resource available to promote statistics and its applications across other disciplines, educators are

ED 380 493 TM 022 854

Pennock-Roman, Maria
College Major and Gender Differences in the Prediction of College Grades. College Board Report No. 94-2.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Asian Americans; Black Students; *College Freshmen; Females; *Grade Prediction; Grades (Scholastic); *Grading; Higher Education; High Schools; High School Students; *Majors (Students); Males; Research Methodology; *Sex Differences; Standards; Student Evaluation; White Students
IDENTIFIERS- African Americans; Scholastic Aptitude Test

Recent studies have found substantial reductions in gender differences in the prediction of academic achievement in colleges when variations in grading standards among courses were taken into account. This project examined gender differences in the prediction of freshman grades after controlling for differential course grading based on college majors. This method involved deriving variables that measured grading leniency using residual scores from the within-gender regressions of freshman grades on high school grades and scores on the Scholastic Aptitude Test for the non-Latino white group. The procedure worked quite well and generalized to other groups not involved in the derivation of the grading leniency scale. Nevertheless, there were modest, sometimes statistically significant, gender differences in prediction that remained after this control variable was introduced into the regressions. The largest and smallest differences for females between actual grades and grades predicted from the males' regressions tended to be found in African American and Asian American groups respectively. The results imply that the use of information on college majors is a reasonable, practical procedure for controlling grading leniency. Thirteen tables present analysis results. (Contains 32 references.) (Author/SLD)

ED 380 494 TM 022 855

Ekstrom, Ruth B.
Gender Differences in High School Grades: An Exploratory Study. College Board Report No. 94-3.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Algebra; Behavior Patterns; *College Bound Students; English; Females; Geometry; *Grades (Scholastic); Grading; High Schools; *High School Students; Males; Scores; *Sex Differences; Sex Stereotypes; Student Attitudes; *Student Characteristics; Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- *High School and Beyond (NCES); Variance (Statistical)

Data from the 1980 High School and Beyond (HSB) study are used to examine the variables associated with the grades that college-bound high school sophomores received in English, algebra, and geometry courses. Special concerns included determining if gender differences in high school grades could be explained, Also examined are sophomores' reports of their future plans, including educational expectations. Just over 11% were not able to perform simple arithmetic operations on whole numbers, but about one-fourth had mastered simple problem solving, but not complex problem solving. Just over 22% had achieved the highest level of mathematics mastery, that is, conceptual understanding and complex problem solving. Geometry and foreign language were among the key "gatekeeper" courses for college admission. Overall, gender differences were small, but students did differ in mathematics achievement by socioeconomic status and by high school program placement. While black and white students had similar educational expectations, blacks were much less likely to have taken geometry and foreign languages. Student characteristics are displayed in 29 tables and 12 figures. Five appendixes present supplemental information. (Contains 69 references.) (SLD)

ED 380 516   UD 030 326

Kanpol, Barry, Ed.; McLaren, Peter, Ed.
Critical Multiculturalism. Uncommon Voices in a Common Struggle. Critical Studies in Education and Culture Series.
PUB DATE- 95
NOTE- 278p.; Critical Studies in Education and Culture Series edited by Henry A. Giroux and Paulo Freire.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Black Students; Case Studies; *Critical Theory; Cultural Awareness; *Democracy; *Educational Change; Elementary Secondary Education; Ethnography; Inner City; Literacy; Minority Groups; *Multicultural Education; *Politics of Education; *Urban Schools
IDENTIFIERS- *Postmodernism

This collection explores the way in which critical theory and practice can unite in a common vision of democratic hope. Separate viewpoints are drawn together to constitute a democratic platform for an enlightened critical education agenda. Case studies from narrative and critical ethnography explore the multicultural and power struggles of states, districts, and schools. Of particular note is Chapter 10, focusing on conflict in an inner-city school in Los Angeles (California) serving black students. Essays in the collection are: (1) "Educational Change and the Crisis of the Left: Toward a Postmodern Educational Discourse" (Svi Shapiro); (2) "Radical Democracy, the Politics of Difference, and Education" (Michael Peters); (3) "The Fringe Dwellers: African American Women Scholars in the Postmodern Era: (Beverly M. Gordon); (4) "Multicultural Education and Postmodernism: Movement Toward a Dialogue" (Carl A. Grant and Judyth M. Sachs); (5) "The Politics of Insurgent Multiculturalism in the Era of the Los Angeles Uprising" (Henry A. Giroux); (6) "Pedagogies of Dissent and Transformation: A Dialogue about Postmodernity, Social Context, and the Politics of Literacy" (Kris D. Gutierrez and Peter McLaren); (7) "Adult Education and the Politics of the Theoretical Text" (Daniele D. Flannery); (8) "Learning the Hard Way: Maria's Story" (Bonny Norton Peirce); (9) "Multiculturalism and Empathy: A Border Pedagogy of Solidarity" (Barry Kanpol); (10) "The Conflicts of Difference in an Inner-city School: Experiencing Border Crossings in the Ghetto" (Fred Yeo); (11) "Emerging Student and Teacher Voices: A Syncopated Rhythm in Public Education" (Suzanne Soohoo); and (12) "Safeguarding Empowerment" (Jeffrey Cinnamond). (SLD) female, were purchased to represent African-American, Asian, Hispanic, Native American, and European-American cultural groups. Funding for the persona dolls was obtained from the building principal who supported the ideas. By using persona dolls with multicultural literature and art activities, the students became more aware of cultural differences and similarities. A 37-item bibliography and a 12-item selected reference list are included. (EH)

ED 380 336 SO 024 215

Block, Klaus-D.; Fuchs, Hans-W.
The Eastern German Education System in Transition.
PUB DATE- Jan 93
NOTE- 45p.; Revised version of a paper presented at the Annual Conference of German Studies (16th, Minneapolis, MN, October 1-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Development; *Educational Improvement; Educational Objectives; Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Preschool Education
IDENTIFIERS- *Germany

This research summary presents a status report on the process of the thorough restructuring of eastern Germany since unification. Education and science are in the center of this effort. Explanation of the roles of education in the lives of citizens in both the former socialist and democratic republics is given. Both the ideological and practical influences are discussed. The paper gives an overall picture of the transformation process and deals particularly with: (1) thorough reform efforts with respect to contents, structures, and concepts as demanded by the politically revelant participants (citizens movements, political parties, churches); (2) changes within the education system as put through by the last two German Democratic Republic (GDR) governments until October 3, 1990; (3) transitional regulations as provided by the Unity Treaty and its consequences for teachers, scholars, and students; (4) the reestablishing of the Lander of the former GDR and the emergence of their new education policies; and (5) the transformation of social studies from socialist "Staatsburgerkunde" to a democratic political education. An attempt is made to assess the current transformation process, focusing on secondary and higher education. Contains approximately 800 references in German. (EH)

ED 380 337 SO 024 216

Annotated Videography.
PUB DATE- Nov 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Anti Semitism; Audiovisual Aids; Educational Media; Ethnic Bias; Ethnic Discrimination; Filmographies; Films; *Ghettos; *Jews; *Judaism; *Nazism; Religious Discrimination;

Patterns; *Population Distribution; *Population Education; *Population Growth; *Population Trends; Secondary Education; Social Studies
IDENTIFIERS- British Columbia; United Nations

This document contains the information kit developed for the annual Model Summit Conferences for schools in the Victoria, British Columbia (Canada) and surrounding school districts. Materials germane to the conference topic were compiled and assembled for participants. The materials are of current interest, concise, simple and provide a balanced viewpoint on relevant topics. Information was collected from the Greater Victoria Public Library, Macpherson Library of the University of Victoria, Victoria International Development Education Library, and private libraries of individuals. The annotated table of contents outlines the topics covered: (1) "Introductory Articles"; (2) "Survey of Population Policies"; (3) "Contraception and Family Planning"; (4) "Demographics"; (5) "Women"; (6) "AIDS and Population"; and (7) "Immigrants and Refugees." (EH)

ED 380 357 SO 024 416

Shiozawa, Tadashi; Simmons, Thomas
Social and Administrative Parameters in Methodological Innovation and Implementation in Post-Secondary Language Schools in Japan.
PUB DATE- 93
NOTE- 33p.; In: Journal of International Studies v12 n11 p109-139 1993
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Curriculum Problems; Educational Research; *English (Second Language); English Instruction; Foreign Countries; Higher Education; *Second Language Instruction; *Social Influences; Teacher Role; *Teaching Methods; Vocational Education
IDENTIFIERS- *Japan

This paper addresses the problems encountered in implementing methodology that face vocational English as a Foreign Language/English as a Second Language (EFL/ESL), native language teachers in Japan. Teachers in "senmon gakko," two or three year vocational schools for high schools or high school graduates, are unable to take advantage of a significant amount of the literature describing constructive methodology in EFL/ESL programs. Social factors within and outside the schools combine to confound the process of innovative design and implementation in academic programs by curtailing the teachers' opportunities to utilize the advances in education and to participate in research. This paper draws upon personal experiences in education and research, and discusses the ways these social parameters are affecting teachers and the pedagogical strategies that accommodate their environment. Resistance is encountered in updating methodology because teachers do not have enough control over the environment and because they are burdened with social and temporal constrains. Sufficient attention has not been given by ELT (English Language Teaching) research to the environmental problems that classroom teachers face, leaving teachers without pragmatic models that give an adequate account of human parameters. In exploring the institutional parameters, the paper discusses the teachers' role and administrative priorities and accountability. Teachers are confronted by: (1) students' lack of preparedness, misconceptions, and motivation; (2) lack of accountability inherent in administrative policy and students'

OnDisc" which is available on CD-ROM. A variety of descriptors were used, one of the least helpful being "social studies." From the dissertation abstracts of these 499, productivity levels were generated by yearly output, page length, gender, grade/level, terminal degree, graduate institution, research type, and topic. In addition, using data reported on five earlier dissertation overviews, research summaries were compiled for the purpose of comparison with contemporary data. Due to a transition in 1991 through 1993 in how research information was identified and categorized, the study was limited to the years 1982-1991. The primary problems of incomplete data due to the information escaping notice or the focus of the research not being clearly related to social studies based on the title alone is recognized. This study does not set out to cut any new intellectual ground, nor interpret, classify or evaluate dissertation work in social studies. The report offers general descriptive information on dissertation research. These data may be useful to graduate students in social studies, theses supervisors, and those interested in general trends in social studies dissertation research. (EH)

ED 380 377   SO 024 698

Beardsley, Donna A.
A Primary Source to Supplement High School History Textbooks in a Character Study of Ulysses S. Grant.
PUB DATE- Jun 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Characterization; *Civil War (United States); Curriculum Enrichment; High Schools; *History Instruction; *Presidents of the United States; *Primary Sources; *Secondary School Curriculum; Social Studies; Supplementary Reading Materials
IDENTIFIERS- *Grant (Ulysses S); *Porter (Horace)

This paper discusses the use of General Horace Porter, President Ulysses S. Grant's personal friend and closest adviser through the latter stages of the U.S. Civil War and into Grant's presidency. During the Civil War, Porter made field observations, suggested strategy, and relayed orders among commanders. As adviser to the president, Porter wrote draft copies of official papers and speeches on domestic and foreign policy, and on occasion, made public appearances and speeches on behalf of the president. In all of his associations with Grant, Porter took careful and elaborate notes. When Grant died in July 1885, Porter used his notes to write his memoirs of Grant. Porter's memoir of Grant is a character study and well known classic among historians. It is an intimate record of Grant's actions, his personal traits and habits, and his motives for conducting himself in a certain manner in certain situations. Porter writes about Grant's family, his religion, his personal hygiene, smoking, and his attitudes toward women, war, suffering, dying, leadership, lying, swearing, and other matters of human and personal interest to the reader. The paper discusses Horace Porter and summarizes material from his memoirs of Grant. Because high school history textbooks cover Civil War battles and strategy, and the successes and failures of Grant's presidency, but usually fail to do an adequate job with Grant as a personality, teachers and students can use Porter's classic study of Grant's personal characteristics to supplement their high school history textbooks. (DK) science and social studies classes. Except for the first four activities, which are quick attention getters, all the activities are presented in a standard format. Each begins with an introduction, that provides a brief overview of the activity's content and the teaching strategies used. Student learning objectives are listed, as are recommendations for the subject and grade level at which the activity can be used. The time required to use the activity is given, and any materials and preparation needed are described. Step by step procedures are presented. Included are questions that can be used to stimulate discussion, probe the issue, or debrief a discussion or other activity. Finally ideas for extension and enrichment are given. In some cases, additional resources that could be used to enhance learning about the lesson topic are listed. The activities are organized into three major sections. First are starter activities that stimulate awareness about science, technology, society (STS) topics on issues and help students brainstorm, generate discussion, and explore ideas about STS issues. The following two sections present lessons designed primarily for science and social studies classes, respectively. Within each section, the lessons are grouped by common course titles. In one, the science courses used are earth science and environmental studies, life science and biology, chemistry, and physics. In the next section, the social studies courses used are world geography, world history, U.S. history, and civics and government. (Author/DK)

ED 380 397 SO 024 858

Less Heat, More Light: Resolving Our Differences in the Community. Handbook on Religion in the Public Schools.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Elementary Secondary Education; *Law Related Education; *Public Schools; *Religion; Religion Studies; Religious Holidays; Social Studies; Student Rights
IDENTIFIERS- *Religious Freedom; United States Constitution

This handbook assists teachers, administrators, and other members of the educational community in avoiding inappropriate religious activities in the public schools as well as unnecessary interference with legitimate private religious expression by clarifying existing law. Participants in the Task Force on Religion and the Constitution represented a number of different religions and perspectives on the First Amendment's Establishment Clause, which prohibits government endorsement of religion, and the Free Exercise Clause, which requires government to make reasonable accommodation for individual religious expression. The handbook explains the basic principles of the First Amendment and clarifies their relevance to the issues of school prayer, religion in the curriculum, equal access to school facilities, holiday celebrations, the distribution of materials to students by outside organizations, and the religious freedom of teachers. For each issue, the handbook provides a list of questions and answers related to concrete situations such as whether a kindergarten student may show a videotape of herself singing a religious song during show-and-tell. The appendix presents a bibliography on lessons, supplemental activities, and resources, and an appendix containing seven relevant readings taken from legislative materials, periodicals, and newspapers. The core lessons are: (1) Flirting vs. Sexual Harassment: A Teacher-led Discussion; (2) Taking a Closer Look: Student Observations; (3) Says Who? A Questionnaire and Debriefing; (4) What Are Your Rights? A Review and Discussion; (5) Case Studies and Role Plays: Class Review and Case Presentations; and (6) Get Up, Stand Up for Your Rights: Brainstorm and Action Planning. The supplemental activities include an exercise on writing a letter to a harasser, a review of 17 press conference statements, a current events discussion, an interview exercise, an art activity, and a brainstorming and discussion activity on respect. A chapter on resources contains a bibliography of 23 items and a list of organizations working for more equity in schools. An appendix provides relevant readings from court cases and periodicals. (Contains 23 references.) (JB)

ED 380 416   SP 035 767

Hoskyn, Janita J.
Multicultural Reading and Thinking: A Three Year Report-1989-92.
PUB DATE- 94
NOTE- 5p.; For McRAT Report No. 1, see ED 336 402, for a related paper, see ED 358 432.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Beginning Teachers; Curriculum Development; Elementary Education; Elementary School Students; Elementary School Teachers; *Essays; Faculty Development; Inservice Teacher Education; Instructional Effectiveness; *Multicultural Education; Program Descriptions; Program Development; *Program Effectiveness; Program Implementation; Reading; Reading Skills; *Thinking Skills; Writing Evaluation; *Writing Skills
IDENTIFIERS- *Alternative Assessment; Arkansas; *Multicultural Reading and Thinking Program AR

A report on implementation of the Multicultural Reading and Thinking (McRAT) Program in Arkansas from 1989-92 chronicles the program's development, operation, and results. McRAT is a staff development program designed to help teachers infuse higher order thinking processes and multicultural concepts into regular classroom curricula (grades 3 to 8). The program provides teachers with explicit strategies for teaching reasoning and problem solving throughout the curriculum; it trains teachers in state-of-the art alternative assessment approaches to evaluating student progress, emphasizes intercultural concepts as a meaningful context for application of thinking and problem- solving strategies, and includes methods for integrating direct instruction with other effective strategies such as cooperative learning, process writing, and facilitated group discussion. Data on the program were from evaluation of student essays using scoring consistent with those of other large-scale writing assessments. Findings included the following: (1) McRAT students demonstrated evidence of higher order thinking through significantly higher gains on analytically scored essays than non-McRAT students; (2) participants demonstrated retention of learning over time; (3) McRAT students outperformed control students regardless of classification; (4) no statistically significant difference between performance of minority versus non-minority students; and (5) assessment procedures showed a high degree of inter-rater reliability. Ten tables provide detailed program evaluation results. (Contains 11 references.) (JB)

Callas, Rosanne; McCormick, Rod
A Study of Factors Influencing Teacher Salaries in Vermont.
PUB DATE- Jun 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Characteristics; *Economic Factors; Educational Benefits; Elementary Secondary Education; Expenditure per Student; Family Characteristics; Masters Degrees; *Municipalities; Poverty; Public Schools; *Public School Teachers; School Community Relationship; School Districts; Social Influences; *Teacher Salaries; Teaching Experience
IDENTIFIERS- *Vermont

A study was done of factors affecting differences in teacher salaries among Vermont towns. Data from 181 local education agencies were used for the study and a set of factors was examined that included family, community, and school information to determine what influences teacher salaries. Findings included the following: (1) average teacher's salaries across districts range from a high of $43,958 to a low of $21,515; (2) five factors were associated with average teachers salary: average teachers education, ranked average daily membership, median income, cost per pupil, and average teachers experience (as these increase, teacher salary increases); (3) larger school districts generally have higher average teacher salaries and better educated and more experienced teachers; (4) lack of education opportunities for teachers in areas far from colleges with graduate education programs may adversely affect their salary scale, promotion, and general staff development; (5) several indirect factors are associated with average teachers salary: education level of parents, percent of children on food stamps, and child abuse rate. Overall teacher salaries were found to be not just a reflection of wealth in a community but also of the level of education in the community, the child abuse rate, and other socio-economic factors. (JB)

ED 380 436 SP 035 827

Quarles, Chester L.
Staying Safe at School. Survival Skills for Teachers Series.
PUB DATE- 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Crime; *Crime Prevention; Elementary School Teachers; Elementary Secondary Education; *Legal Responsibility; Rape; School Law; School Policy; *School Security; Secondary School Teachers; Stealing; Teacher Rights; *Teacher Role; *Victims of Crime; *Violence

This book discusses personal safety issues of concern to teachers, offers common sense rules, and provides information about crime and violence. Chapter 1, "Recognizing the Problem," discusses characteristics of violent schools, myths about school crime, teachers' right to know, denial and under-reporting, and discovering problem sources. Chapter 2, "Preparing for the Inevitable: How Teachers Can Help," covers crisis management, planning, school and classroom discipline, and other schoolwide considerations. Chapter 3, "Ongoing Safety

IDENTIFIERS- *Michigan; United States

This publication provides analysis of current data on the supply and demand for teachers nationally and in Michigan in 1994-95 along with tips for new teachers who are still seeking jobs. The text covers areas of education where demand is highest including special education and science education, notes the persistent demand for minority teachers in most categories, cites an expected 3.5 percent decrease in demand for new teachers, and an increase of 3.1 percent for professional staff. Overall districts appear to be seeking new hires with prior teaching experience. Whether districts find those candidates to fill their vacancies will dictate the job availability for new teachers without experience. In Michigan especially, the paper notes, teacher supply and demand is imbalanced with 5,577 teaching certificates issued in 1992-93 but only 3,048 new graduates with no previous full-time experience and found jobs in Michigan. The paper also discusses the potential impact of recent changes in property taxes in Michigan on teacher hiring, budget deficits in the state and nation-wide, and projections for a gradual increase in Michigan enrollments in 1994-95. However, the analysis notes, a long term decrease in births suggests limited future opportunities for teachers. Several charts and graphs illustrate the data. (JB)

ED 380 454   SP 035 855

O'Hair, Mary John, Ed.; Odell, Sandra J., Ed.
Educating Teachers for Leadership and Change. Teacher Education Yearbook III.
PUB DATE- 95
NOTE- 363p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Communication Skills; Curriculum Development; *Educational Change; Elementary School Teachers; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Leadership Training; Preservice Teacher Education; Role Perception; Science Education; Secondary School Teachers; *Teacher Education Programs; *Teacher Role; Urban Schools
IDENTIFIERS- *Reform Efforts; *Teacher Leadership

Consistent with education reform, the chapters in this book examine how to better prepare teachers for leadership roles in the profession. Following the introductory material, the volume is organized into four sections. The first section, "Contexts for Leadership and Change," provides an introduction, "Contexts: Overview and Framework" (M. Fullan), and three chapters: (1) "Co-Reform as an Approach to Change in Education: The Origin of Revolution" (C. D. Glickman, B. F. Lunsford, and K. A. Szuminski); (2) "Role Change for Principals in Restructured Schools: Implications for Teacher Preparation and Teacher Work" (P. V. Bredeson); and (3) "Changing Roles and Occupational Stress in the Teaching Profession" (W. H. Gmelch and F. W. Parkay). The second section, "Processes for Leadership and Change: Teacher Leadership for Urban Schools," begins with an overview "Processes: Overview and Framework" (K. Zeichner and B. Baker), and offers three chapters: (4) "Preparing the Urban Teacher: Reconceptualizing the Experience" (N. P. Carter and P. J. Larke); (5) "Project MASTER: Peer Coaching and Collaboration as Catalysts for Professional Growth in Urban High Schools" (J. A. Ponticell, G. E. Olson, and P. S. Charlier); and (6) "Preservice Teachers and Coursework: When Is Getting It Right Wrong?" (D. Holt-Reynolds). The third section, least concerned about their needs. Teaching these students is a great challenge that demands the best of the instructor. The issues and concerns that face educators in teaching nontraditional students are raised. Some of the challenges discussed include assessing students' needs, lowering their anxiety, selection of appropriate teaching strategy, content delivery, integration of technology with instruction, and finding examples to which students can relate. (Contains 2 references.) (Author/SLD)

ED 380 473 TM 022 767

Kaiser, Javaid
The Estimation of Correlation Matrix from Data Having Missing Values.
PUB DATE- Aug 94
NOTE- 19p.; Paper presented at the Islamic Countries Conference on Statistical Sciences (4th, Lahore, Pakistan, August 27-31, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Correlation; *Estimation (Mathematics); *Matrices; Monte Carlo Methods; Research Methodology; Sample Size; Statistical Analysis
IDENTIFIERS- *Missing Data

A Monte Carlo study was conducted to compare the efficiency of Listwise deletion, Pairwise deletion, Allvalue, and Samemean methods in estimating the correlation matrix from data that had randomly occurring missing values. The four methods were compared in a 3x3x4 factorial design representing sample size, proportion of incomplete records in the sample, and the number of missing values per record. Each sample represented an N x 8 data matrix. The Pairwise method was found best in estimating the correlation matrix under all experimental conditions except when the incomplete records had 50% of values missing. In this condition, Listwise deletion was considered a better choice. Allvalue and Samemean methods performed exactly the same way under all experimental conditions, but were found less efficient than the Pairwise method. One table, three figures. (Contains 12 references.) (Author/SLD)

ED 380 474 TM 022 775

Longford, N. T.
Model-Based Methods for Analysis of Data from 1990 NAEP Trial State Assessment. Research and Development Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Analysis; *Estimation (Mathematics); Models; National Surveys; Regression (Statistics); *Sampling; Statistical Bias; *Statistical Distributions
IDENTIFIERS- *Cluster Sampling; Jackknifing Technique; Mean (Statistics); National Assessment of Educational Progress; *Trial State Assessment (NAEP); Variance (Statistical); Weighting (Statistical)

Model-based methods for estimating the population mean in stratified clustered sampling are described. The importance of and how teachers' perceptions of students, student characteristics, and HSB test scores were related to grades. A model of factors that might explain grades was developed that includes student background and characteristics, attitudes, curriculum, educational aspirations, school behaviors, and scores on HSB tests. The full models explained 46% of variance in English grades, 42% in algebra, and 44% in geometry. The full models tended to explain more variance in males' than females' grades. After controlling for all the variables in the full models, a significant association between gender and grades remained for English and algebra 1, but no such association was found for algebra 2 or geometry. Teacher perceptions were also significantly associated with gender, suggesting gender-related expectations for students. Two figures and 25 tables present study findings. (Contains 36 references.) (SLD)

ED 380 495 TM 022 858

Zwick, Rebecca; And Others
Effect of Rasch Calibration on Ability and DIF Estimation in Computer-Adaptive Tests. Research Report RR-94-32.
PUB DATE- May 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; *Adaptive Testing; *Computer Assisted Testing; Computer Simulation; Educational Assessment; Estimation (Mathematics); Identification; *Item Bias; Item Response Theory; Test Items; *True Scores
IDENTIFIERS- *Calibration; Mantel Haenszel Procedure; *Rasch Model; Standardization; Three Parameter Model

A previous simulation study of methods for assessing item functioning (DIF) in computer-adaptive tests (CATs) showed that modified versions of the Mantel-Haenszel and standardization methods work well with CAT data. In that study, data were generated using the three-parameter logistic (3PL) model, and this same model was assumed in obtaining item parameter estimates. In the current study, 3PL item response data are used, but the Rasch model is assumed in obtaining item parameter estimates. Rasch-based expected true scores are obtained for each examinee. As in the previous study, DIF statistics are highly correlated with the generating DIF, and the means and standard deviations across items are close to their nominal values. There is, however, a tendency for DIF statistics to be slightly smaller in magnitude than in the 3PL analysis, resulting in a lower probability of detecting items with extreme DIF. Expected true scores from the Rasch-based CAT tend to be biased downward, particularly for lower ability examinees. Unlike Rasch CAT scores, Rasch expected true scores based on nonadaptive administration of all pool items behave well, as do nonadaptive and CAT-based expected true scores obtained using the 3PL model. Eight tables and two figures present analysis information. (Contains 16 references.) (Author/SLD)

ED 380 496 TM 022 859

Messick, Samuel
Validity of Psychological Assessment: Validation of Inferences from Persons' Responses and Performances as Scientific Inquiry into Score Meaning. Research Report RR-94-45.
PUB DATE- Sep 94

ED 380 517 UD 030 327

Ames, Nancy L.; Miller, Edward
Changing Middle Schools. How To Make Schools Work for Young Adolescents.
PUB DATE- 94
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Case Studies; Community Support; *Disadvantaged Youth; *Educational Change; Educational Improvement; Educational Practices; Intermediate Grades; Intervention; Junior High Schools; *Middle Schools; Public Schools; *School Restructuring; *Urban Schools
IDENTIFIERS- *Indiana; Middle School Students

This book tells the stories of four urban middle schools that have undergone deep transformation while participating in the Middle Grades Improvement Program (MGIP), an initiative that has nurtured fundamental change in school climate, structure and classroom practice in 16 urban districts and 65 schools in Indiana. The support of the Lilly Endowment has been instrumental in bringing about educational change tailored to the needs of the developing adolescent and the school community. Portraits of change in four schools tell an inspiring story of expanding opportunity for children presently on the margins of public education in the United States. To help readers understand some of the specific issues involved in middle school restructuring, nine principles of change at the middle school level are presented. These principles make it clear that changing middle schools requires multifaceted intervention strategies, external and internal change agents, and support from the local community. (Contains 52 references.) (SLD)

ED 380 518 UD 030 328

Alvy, Kerby T.
Parent Training Today. A Social Necessity.
PUB DATE- 94
NOTE- 401p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Change; *Cultural Awareness; Instructional Effectiveness; Minority Groups; Multicultural Education; Parent Child Relationship; *Parent Education; *Parenting Skills; *Program Effectiveness; Program Evaluation; Social Problems; *Training
IDENTIFIERS- Parent Effectiveness Training; Systematic Training for Effective Parenting

The role that contemporary parent training programs play in solving problems caused by breakdowns in the family unit and parent-child relationships is clarified. Guidelines are offered to help various segments of society provide parent training. Part 1 explains why parent training is needed and highlights modern parent training programs. Part 2 provides background information on what parent training can achieve. Part 3 examines what effective and humane parenting means today and considers research in this area. Part 4 examines programs that have been created to foster effective parenting, focusing on Parent Effectiveness Training, Systematic Training for Effective Parenting: STEP, and Confident Parenting. Culturally

Secondary Education; Videotape Recordings
IDENTIFIERS- *Holocaust

This annotated list of 43 videotapes recommended for classroom use addresses various themes for teaching about the Holocaust, including: (1) overviews of the Holocaust; (2) life before the Holocaust; (3) propaganda; (4) racism, anti-Semitism; (5) "enemies of the state"; (6) ghettos; (7) camps; (8) genocide; (9) rescue; (10) resistance; (11) responses; (12) perpetrators; (13) liberation; (14) post-Holocaust; (15) Anne Frank; (16) Janusz Korczak; and (17) related films. The introduction contains a rationale for the use of videotapes as a teaching tool. A key to the guide describes the type of video, including whether the film is a documentary, survivor testimony, a docudrama, animation, or drama, as well as whether the film is in color or black and white. Availability information also is provided with the source, address, and telephone number. (EH)

ED 380 338   SO 024 217

Kiros, Fassil R.
Implementing Educational Policies in Ethiopia. World Bank Discussion Papers No. 84. Africa Technical Department Series.
PUB DATE- 90
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; Developing Nations; *Educational Assessment; Educational Cooperation; *Educational Planning; *Educational Policy; Educational Research; Foreign Countries; *Literacy
IDENTIFIERS- *Ethiopia

This study provides an historical account and critical appraisal of the educational policies in Ethiopia since 1941. Chapters include: (1) "Introduction"; (2) "Postwar Reconstruction and the Formation of an Educational System 1941-51"; (3) "Toward the Planned Development of Education 1951-61"; (4) "A New Challenge of Educational Development 1961-73"; and (5) "Towards a Socialist System of Education." Difficulties encountered in assessing educational achievement are examined as the country struggles with development issues that relate to the place of education in the scheme of national policy-making and socioeconomic change. Extensive statistical data are presented to explicate the study. Suggested strategies address the identified shortcomings of the problem of the "educated-unemployed" sector where economic expansion has not kept pace with educational expansion. Involvement of the educational sector in policy design, planning, and implementation is suggested as one possible solution. (EH)

ED 380 339   SO 024 218

Cheng, Maisy; Soudack, Avi
Anti-Racist Education: A Literature Review. No. 206.
PUB DATE- Feb 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Awareness; Cultural Background; *Cultural Differences; Elementary Secondary Education; Foreign Countries; *Multicultural Education; *Racial Bias; *Racial Relations; *Social Integration
IDENTIFIERS- Antibias Practices

attitudes; (3) low order of priority given to educational prerogatives; (4) lack of esteem for career teachers; (5) work overloads; and (6) overall lack of support from ELT research. (DK)

ED 380 358		SO 024 417

Shiozawa, Tadashi; And Others
Working Conditions and Career Parameters in the Educational Environment for Foreign Teachers of Languages in Japan: Conflict and Resolution, Discrimination, and Empowerment.
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; *Foreign Nationals; *Institutional Environment; International Educational Exchange; *Language Teachers; Second Language Instruction; Social Discrimination; *Teaching Conditions
IDENTIFIERS- *Japan

This paper seeks to identify invisible factors influencing language institutions in Japan that consciously or unconsciously treat non-Japanese teachers in a totally different way from the way they treat their Japanese counterparts. Among the factors are the social, organizational, and legal parameters surrounding non-Japanese teachers in Japan. The objectives of this paper are to: (1) describe these social and legal factors of language education in Japan that might lead to a conflict between foreign language teachers and each institution; (2) delineate the overall organization of language education; (3) assess the government policies effecting language education; and (4) describe the classroom environment and management styles. The study also addresses conflict response and resolution as it relates to the factors described. The problems non-Japanese people face in education at any level are rooted in the Japanese business and governmental communities' deep abiding regard for political, national, racial, and commercial priorities that usually contradict or fail to accommodate educational prerogatives. These priorities are rooted deeply in historical attitudes toward education. The problems can be articulated by educators in general and non-Japanese in particular, but until the Japanese communities begin to demand responsible administration as a whole and quality language education specifically, there is little hope for any real change in the near future. Contains 20 references. (DK)

ED 380 359		SO 024 427

Peters, Richard
Learning by Doing in Real Life and Real-to-Life Situations. The Social Studies Curriculum.
PUB DATE- Jul 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Community Resources; Curriculum Enrichment; Ecology; Elementary Secondary Education; Environmental Education; *Field Trips; Learning Activities; Learning Strategies; *Social Studies; Student Participation;

ED 380 378 SO 024 700

McCallister, Cynthia
The Language of a Classroom Democracy.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Childhood Education International (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community; Community Attitudes; Critical Thinking; Elementary Secondary Education; Figurative Language; Higher Education; *Language; Language of Instruction; Language Research; Language Usage; Oral Language; *Problem Solving; Symbolic Language

This research analyzes language development in the classroom as fostering the development of students who are community builders, problem solvers and critical thinkers. Examples of both positive and negative classroom situations are used to illustrate these three language domains. Successful classrooms are safe communities where children are willing to take risks and offer opinions, where they respect their peers and the teacher and, in return, are equally respected. Teachers play a pivotal role in developing that sense of community, but often fail to do so based on their own personal classroom experiences. As a result, the teacher-centered mode dominates where language is used mostly to control and regulate student behavior. This "silencing" of students is analyzed through Michelle Fine's work in New York City public schools and other related research. A reality based curriculum with real life problems for students to resolve with opportunities for students to develop critical thinking skills is suggested. (EH)

ED 380 379 SO 024 721

Prewitt, Joann
Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum.
PUB DATE- 94
NOTE- 161p.; For a related document, see ED 355 151.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Economics; Educational Objectives; Elementary Secondary Education; Instructional Materials; Reference Materials; *Resource Materials; *Resource Units; *Social Studies; State Curriculum Guides; Teaching Guides; United States Government (Course); United States History; World History
IDENTIFIERS- *Mississippi

This resource guide provides a companion piece to the June 1992 "Mississippi Social Studies Curriculum Structure" to facilitate its implementation. Pages from the "State Curriculum Structure" have been inserted at each grade level to provide organization and alignment for teachers and school districts. All K-8 social studies subjects have been included. At the senior high level, the guide features world history, U.S. history, economics, and U.S. government. Content (core) and performance (strand) religious freedom, a list of organizations concerned with religious freedoms in the schools, the membership list of the Task Force on Religion and the Constitution, and the National Council for the Social Studies Position Statement "Study about Religions in the Social Studies Curriculum." (JD)

ED 380 398 SO 024 867

Labadie, John Antoine
Considering the Art History of El Mundo Maya: Some Issues Regarding the Inquiry Process.
PUB DATE- Nov 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Ohio Art Education Association. (Dayton, OH, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Art Education; *Art History; Cultural Awareness; *Cultural Background; Elementary Secondary Education; Foreign Countries; Heritage Education; Multicultural Education
IDENTIFIERS- Central America; *Mayan Civilization; Mexico

The project sees study of art culture through primary source inquiry as a valuable experience for the art educator. Regardless of the culture, artist, or time period studied, the work of art makes itself known through both intellectual and emotive responses to it. Through description of Mayan culture, society, and artifacts, art as an extension of, and response to, contextual expression, should not be taken out of context. The dilemma for multiculturally sensitive art educators is how to keep artifacts in their cultural settings and yet transport them into the classroom for examination. This document appeals for scrutiny in selection of artifacts for use in the educational process, and presents thoughtful inquiry as a technique for resolving the dilemma of transport from context to classroom. Questions for critical consideration are: "What are the key monuments in the culture?"; "Why did someone want to create this?"; and "For what purpose was it created?" (MM)

ED 380 399 SO 024 870

Hakim, Joy
The First Americans. A History of US. Book One.
PUB DATE- 93
NOTE- 160p.; For related item, see SO 024 871.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- *American Indian History; *Colonialism; Culture Conflict; *Culture Contact; Elementary Education; Intermediate Grades; Junior High Schools; *Land Settlement; Middle Schools; *North American History; *Social Studies
IDENTIFIERS- *Explorers

This history book traces the experiences of Native Americans from the time of their arrival from Asia to the end of the 16th century. The book includes readings on such communities as the cliff dewllers of the west, the Plains Indians, and the Mound Builders. There also are details of the Native Americans' early contacts with such European explorers as Christopher Columbus, Balboa, and Magellan. Descriptions of the Spanish colonization,

ED 380 417 SP 035 782

Clark, Richard W.
National Network for Educational Renewal: Partner School Directory.
PUB DATE- Jan 95
NOTE- 102p.; For the November 1993 edition, see ED 369 729; for a related document, see SP 035 783.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Colleges; College School Cooperation; Directories; Elementary Schools; Elementary Secondary Education; Field Experience Programs; Higher Education; *Partnerships in Education; *Preservice Teacher Education; Principals; *Professional Development Schools; School Districts; Secondary Schools; Student Teaching; Universities
IDENTIFIERS- *National Network for Educational Renewal; *Partner Schools

This directory contains information about partner schools throughout the National Network for Educational Renewal (NNER). Partner schools are intended to provide exemplary education for all preschool through high school students enrolled, assist with professional preparation of prospective teachers, provide continuing education for professionals, and promote inquiry leading to the continuing renewal of schools. Following a description of partner schools' common values and purposes and a listing of NNER contacts at institutions of higher education connected with NNER and the partner schools, the partner schools are listed by state. Each listing groups schools under the local institution of higher education that is participating in the NNER. The school listings include address, principal, telephone number, name of local school district with address, and name and telephone numbers (including electronic network address) of NNER facilitator for that school. The states containing partner schools are California, Colorado, Connecticut, Hawaii, Maine, Missouri, Massachusetts, New Jersey, Ohio, South Carolina, Texas, Utah, Washington, and Wyoming. (JB)

ED 380 418 SP 035 783

Clark, Richard W.
National Network for Educational Renewal: Partner Schools.
PUB DATE- 3 Jan 95
NOTE- 8p.; For a related document, see SP 035 782.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College School Cooperation; Educational Research; Educational Resources; Elementary Schools; Elementary Secondary Education; Equal Education; Faculty Development; Higher Education; Inquiry; *Institutional Mission; Knowledge Level; *Organizational Objectives; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Secondary Schools; Student Needs; Theory Practice Relationship
IDENTIFIERS- Learning Communities; *National Network for Educational Renewal; *Partner Schools; Teachers for Our Nations Schools (Goodlad)

Efforts: What Teachers Can Suggest," covers elements of crime, technology, school policies, school board mandates, and professional assistance. Chapter 4, "The Troublemakers: What Teachers Need to Know," covers gangs, substance abusers, ritualistic groups, and vigilantes. Chapter 5, "Teachers' Liability and Rights," looks at risk of lawsuits and rights to pursue litigation. Chapter 6, "Avoiding Your Own Victimization," includes victim profiles, personal security programs, four stages of every crime, and other details. Chapter 7, "Becoming a Successful Victim," treats rape avoidance, robbery, and larceny. Chapter 8, "Emotional Survival," addresses decompression after a crime, coping with stress, and building a support system. Contains 41 references. (JB)

ED 380 437 SP 035 828

Ridout, Susan; And Others
Restructuring/Rebuilding Our Teacher Education Program: One "Block" at a Time.
PUB DATE- Feb 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Computer Uses in Education; Education Majors; Elementary Education; Elementary School Teachers; Higher Education; Nontraditional Students; *Practicums; *Preservice Teacher Education; Program Development; Program Improvement; Reading Instruction; Rural Schools; Teacher Attitudes; Teacher Education Programs; Thematic Approach; Whole Language Approach
IDENTIFIERS- Indiana (New Albany); *Indiana University Southeast; Preservice Teachers

The school of education at Indiana University Southeast (IUS) adopted a program to incorporate technology into preservice teacher education and practicum training. Students in the program were nontraditional undergraduate junior and senior level elementary education majors. Students enrolled in a team-taught, 6-semester-hour block of Language Arts/Reading Methods with a field experience component at rural Galena Elementary School where IUS students worked with small groups of fourth and fifth graders. The long term goal of the program was for IUS graduates to be users of technology in their own classrooms. Participating students gained background knowledge on literacy instruction before beginning the practicum. The practicum involved observation, working directly with children, and teaching theme-based units that incorporated critical thinking and problem solving strategies. They used collaboration and cooperative learning groups to plan lessons although lessons were taught individually. A large segment of the practicum was focused on the integration of technology into thematic units. "Scaffolding" was another strategy used with the participants, i.e., the students attended workshops, "played with" the software, and role-played prior to using it with the children. Comments from Galena teachers indicated that the undergraduate students had added another dimension to the total language education of their students. Problems included elementary student discipline, time constraints, and occasionally greater computer literacy on the part of the elementary students than on the part of the ISU students. (JB)

ED 380 438 SP 035 829

"Communicating Leadership and Change," opens with "Communication: Overview and Framework" (C. L. Book), and includes three chapters: (7) "Communicating and Teaching: Applied Communication Theory for Teacher Educators" (R. M. Jacobs); (8) "Evaluating Communication Skills of Students in Teacher Education" (G. C. Hess and R. H. Short); and (9) "Reflections in Leadership: An Examination of Peer Leader Role Development" (A. L. Darling and M. L. Dewey). The final section, "Curriculum for Leadership and Change," presents "Curriculum: Overview and Framework" (K. A. Sirotnik), and three chapters: (10) "Preparing Teachers To Be Leaders: Barriers in the Workplace" (T. J. Kowalski); (11) "Introducing Prospective Teachers to Contemporary Views of Teaching and Learning Science: The Science and Youth Project" (R. Ponzio and C. Fisher); and (12) "Preparing Teachers for the 21st Century" (R. Alley and B. Jung). Each setion ends with a few pages of reflections and implications on the topic of the section. A concluding chapter is titled "Changing Role of the Teacher" (Joseph Murphy). (LL)

ED 380 455 SP 035 856

Koerner, Mari E.; Hulsebosch, Patricia
Teaching To Give Students Voice in the College Classroom. Thematic Session.
PUB DATE- Feb 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Autobiographies; Beginning Teachers; *Cultural Awareness; Cultural Differences; *Cultural Pluralism; Elementary School Teachers; Elementary Secondary Education; Emotional Development; Ethnicity; Females; Higher Education; Middle Class Culture; *Minority Group Teachers; Personal Narratives; Preservice Teacher Education; Public Schools; *Self Concept; Student Teachers; *Teacher Attitudes; Teacher Role; Urban Education
IDENTIFIERS- Diversity (Faculty); Diversity (Student)

This study followed six "culturally aware" elementary school teachers through student teaching and their first two years of teaching to look at how their life experiences as minority people affected their classroom practices. The study was a qualitative inquiry based on reciprocal and interactive relationships. The approach was conversational in tone with an explicit intent to validate both the rational and cognitive epistemology traditionally associated with academic (and male) research and the emotions, intuitive leaps, and less verbalized feelings associated with women's learning. Interviews that ranged from 60 to 120 minutes were conducted in participants' homes. The findings suggested the role of "gate opener" which represents the common as well as the diverse ways all the participants saw themselves. They keep watch at the "gates" of schooling and educational opportunities (in the traditional sense), but look for ways to let students into success in school and access to the middle class. They also saw the need to change the perceived norm for acceptance. This finding has particular significance for teacher educators as it reminds them of the opportunities to be informed by their students who have alternative perspectives. Overall the findings point to the need to make room for culturally aware students' adjusting the weights is assessed by an approach considering the sampling variation of the adjusted weights and its (variance) components. The resulting estimators are more efficient than the jackknife estimators for a variety of datasets obtained from the 1990 Mathematics Trial State Assessment of the National Assessment of Educational Progress (NAEP). The methods can be extended to two-stage clustering. A general method for estimation of more complex population summaries, such as regression coefficients, is outlined. There are no distributional assumptions in model-based methods, apart from the normality of the sample means. Model-based methods use only the final adjusted weights; the replicate weights can be disposed of, thus radically reducing the size of the dataset and simplifying data handling procedures. The principal advantage of the model-based methods is in efficiency and small bias of the estimators of standard errors for the population mean. Contrary to theoretical claims, the NAEP operationally implemented jackknife estimator of the sampling variance is not unbiased. Eleven tables and 7 figures are included. (Contains 13 references.) (Author/SLD)

ED 380 475 TM 022 777

Arnold, Carolyn L.
Using HLM and NAEP Data To Explore School Correlates of 1990 Mathematics and Geometry Achievement in Grades 4, 8, and 12: Methodology and Results. Research and Development Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Correlation; Elementary Secondary Education; Ethnicity; *Geometry; Grade 4; Grade 8; Grade 12; Institutional Characteristics; *Mathematics Achievement; Outcomes of Education; Prediction; Racial Differences; *Research Methodology; Sex Differences; Tables (Data)
IDENTIFIERS- *Hierarchical Linear Modeling; *National Assessment of Educational Progress

This report illustrates the use of hierarchical linear models (HLM) with National Assessment of Educational Progress (NAEP) data to identify school and other correlates of student achievement. Based on an analysis of the 1990 NAEP mathematics achievement data for 4th, 8th, and 12th graders in public schools, this study is part of an ongoing exploratory effort to demonstrate the potential usefulness of HLM with NAEP data. The focus of the report is on the methodology of using HLM with NAEP data, and results of the study are presented as an illustration of the methodology. HLM accurately models the multilevel nature of the data and enables student-level outcomes such as gender and race/ethnicity to be predicted as a function of school-level factors. Several types of HLM analysis were conducted on 1990 NAEP data to predict achievement outcomes in mathematics and geometry, predicting average achievement between schools, the gender gap, and the race/ethnicity gap. The HLM methods worked well to explain variations in achievement but less well for the gender gap and race/ethnicity gaps. Results are discussed in the context of improving the usefulness of NAEP data. Data are presented in 66 tables, with 42 tables of supporting data in an appendix. (SLD)

NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Construct Validity; Criteria; *Educational Assessment; Hypothesis Testing; Matrices; *Psychological Testing; *Scores; *Statistical Inference; Test Use; *Validity

The traditional concept of validity divides it into three separate types; content, criterion, and construct validities. This view is fragmented and incomplete, failing to take into account evidence of the value implications of score meaning as a basis for action and of the social consequences of score use. The new unified concept of validity interrelates these issues as fundamental aspects of a more comprehensive theory of construct validity addressing both score meaning and social values in test interpretation and use and integrating content, criteria, and consequences into a construct framework for empirically testing rational hypotheses about score meaning and relevant relationships. Six distinguishable aspects of construct validity are highlighted. These are: (1) content; (2) substantive; (3) structural; (4) generalizability; (5) external; and (6) consequential. These six aspects function as the general validity criteria for all educational and psychological measurement, including performance assessments, discussed in detail because of their increased use. One figure illustrates validity as a progressive matrix. (Contains 32 references.) (SLD)

ED 380 497 TM 022 860

Donoghue, John R.
A Preliminary Study of the Effects of Within-Group Covariance Structure on Recovery in Cluster Analysis. Research Report RR-94-46.
PUB DATE- Sep 94
NOTE- 55p.; Version of a paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Analysis of Covariance; *Cluster Analysis; *Correlation; *Group Membership; Monte Carlo Methods; Statistical Studies
IDENTIFIERS- Covariance Structure Models; Hierarchical Models; Variance (Statistical); *Within Group Differences

Monte Carlo studies investigated effects of within-group covariance structure on subgroup recovery by several widely used hierarchical clustering methods. In Study 1, subgroup size, within-group correlation, within-group variance, and distance between subgroup centroids were manipulated. All clustering methods were strongly affected by within-group correlation; negative correlation yielded much poorer recovery. Smaller effects were found for the interaction of clustering method and within-group variance. Study 2 separated effects of direction of correlation from the direction of differences in the subgroup centroids. Subgroup size, within-group correlation, direction of the vector separating subgroup centroids, and distance between subgroup centroids were manipulated. Superior recovery was associated with within-group correlation that matched the direction of subgroup separative. Overall, the EML algorithm of the Statistical Analysis System yielded best recovery, followed closely by Ward's method, adapted parent training programs, including those for minority parents, are reviewed. Part 5 explores studies of such programs in operation. Part 6 summarizes findings and presents a blueprint for action involving all segments of society. Twenty-two tables illustrate programs and their impact. (Contains 258 references.) (SLD)

ED 380 519 UD 030 329

Wang, Margaret C., Ed.; Reynolds, Maynard C., Ed.
Making a Difference for Students at Risk. Trends and Alternatives.
PUB DATE- 95
NOTE- 238p.; Papers from a conference, "Making a Difference for Students at Risk," October 1993.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; Cultural Awareness; *Disadvantaged Youth; Educational Change; Educational Innovation; *Educational Trends; Elementary Secondary Education; *High Risk Students; Inner City; *Nontraditional Education; Special Education; Theory Practice Relationship; Trend Analysis; *Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Papers in this collection were commissioned for a conference entitled, "Making a Difference for Students at Risk," to serve as springboards for discussion. Discussions and recommendations from conferees were incorporated into the versions presented in this volume. The two topics that dominated discussion at the conference were: basic forces that affect development and schooling of at-risk children and adolescents, and innovative initiatives that apply research and practical knowledge. Papers are: (1) "Introduction: Inner-City Students at the Margins" (Margaret C. Wang, Maynard C. Reynolds, and Herbert J. Walberg); (2) "Twice Victims: The Struggle to Educate Children in Urban Schools and the Reform of Special Education and Chapter 1" (Marleen C. Pugach), commentaries by Kenneth K. Wong and Martin E. Orland; (3) "The Plight of High-Ability Students in Urban Schools" (Joseph S. Renzulli, Sally M. Reis, Thomas P. Hebert, and Eva I. Diaz) with commentaries by Barbara L. McCombs and Brenda Lilienthal Welburn; (4) "Street Academies and In-School Alternatives to Suspension" (Antoine M. Garibaldi), commentaries by Harriet Arvey and Edmund W. Gordon); (5) "Alternatives and Marginal Students" (Mary Anne Raywid), commentaries by Ann Masten and Pauline Brooks; (6) "The Impact of Linguistic and Cultural Diversity on America's Schools: A Need for New Policy" (Eugene E. Garcia), commentaries by Richard Ruiz and Kris D. Gutierrez; and (7) "Epilogue: A Summary of Recommendations" (Maynard C. Reynolds, Margaret C. Wang, and Herbert J. Walberg). Appendixes list participants and give the conference agenda. Each paper contains references. (SLD)

ED 380 520 UD 030 330

Harris, Phillip, Ed.
Violence and the Schools. A Collection.
PUB DATE- 94
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)

This report reviews the research on issues and educational practices related to the implementation of anti-racist education. Topics addressed include: (1) underlying concepts; (2) target groups for anti-racist education; (3) the whole-school approach; (4) curriculum; (5) instructional strategies to reduce prejudice; (6) teachers' expectations, attitudes and classroom behaviours; (7) staff composition; (8) policies on racial/ethnic harassment and incidents; (9) assessment and placement of minority students; (10) parental and community involvement; (11) staff development; and (12) the role of the principal. The report concludes that anti-racist education emphasizes how vitally important is the commitment to both equity and academic excellence for all students. This commitment is viewed as good quality education with all learners benefiting. An extensive bibliography and selected references are included. (EH)

ED 380 340 SO 024 221

Williams, Lee Burdette
Subculture as Mediator: The Counterculture Student Subcommunity.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Science Research; Educational Environment; Higher Education; Political Attitudes; *Student Alienation; *Student Attitudes; *Student Characteristics; *Student Subcultures

This paper reports on a 1992 study that examined a group of 16 students and non-students, all paid workers at a university's food co-op. The purpose of this study was to understand more about the lives of counterculture students, their beliefs and values, and preferences and politics, specifically as those factors relate to their educational experience. While the study began as an exploration of students' perspectives, it became obvious that "student" was not easily defined. Workers in the co-op during this study were at various stages of education. Some were currently enrolled, some had dropped out for a period of time, others had dropped out permanently, and still others had graduated and chose to remain employees of the co-op. The study focused on the meaning that counterculture students and non-students find in the educational experiences they have had, and how that meaning fits within their lives. It showed that counterculture students are not especially comfortable when they are confined by the structures of a traditional college education. Some were able to navigate those expectations, others were not. Most enjoyed the intellectual stimulation of an academic environment. The food co-op in which all the respondents worked was a place that provided them some respite from the expectations of higher education and society. There they were able to play out the three significant themes of their lives: (1) education; (2) community; and (3) social responsibility. These interconnected themes are driven by values consistent with those most often associated with the U.S. counterculture. Contains 19 references. (Author/DK)

ED 380 341 SO 024 223

Gordon, Edwin E.

Teaching Methods

This paper is a collection of learning activities that can be used by social studies teachers from K-12 to enrich the social studies curriculum. Field trips and excursions are discussed as ways to utilize community resources and resource persons. Community service by various groups is suggested as a way of focusing on participatory citizenship. Focusing on field based studies introduces students to aspects of the total lifespace environment, so that they begin to understand better the composition of natural and social or human-made elements of the community. Cultural and social events allow students either to observe events happening within the context of the community lifespace, or to participate in the events directly. Social studies classes can be taken to museums, art galleries, or theaters to observe art objects or performances, or they can be involved in the creation of exhibits and displays. Students can be introduced to diverse careers and occupations found within the context of the local community. Real-to-life situations include audiovisual presentations, technology, role playing, and simulations. A section on environmental education is included, emphasizing an environmental rift that occurs when people and nature cannot coexist within the context of cooperative living habitats. In such instances, humans and nature fail to benefit mutually from their associations. (DK)

ED 380 360   SO 024 432

Summers, Lawrence H.
Investing in All the People: Educating Women in Developing Countries. EDI Seminar Paper No. 45.
PUB DATE- 94
NOTE- 35p.; Paper presented at the Annual Meeting of the World Bank (Washington, DC, September 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Economic Development; *Educational Policy; Elementary Secondary Education; Equal Education; *Females; Foreign Countries; *Womens Education

This seminar paper discusses the enormous economic benefits of investing in women's education. Over time increases in girls' education have the potential to transform societies. Four conclusions were reached: (1) the excess female mortality in many developing countries is a horrifying problem that is the most obvious manifestation of a much broader problem of female deprivation; (2) female deprivation results from a vicious cycle where girls are not educated because they are not expected to make an economic contribution to their families, an expectation that represents a self-fulfilling prophecy; (3) increasing educational opportunities for girls offers the best prospect for cutting into this vicious cycle because increasing outlays directed at educating girls would yield enormous economic and social benefits; and (4) the share of the world's girls who go to school can be increased at a relatively modest cost, and over time have the potential to transfer the society. The best way to achieve increased investment in the education of girls is: (1) provide schools for girls; (2) make educating girls more economically attractive by reducing labor market discrimination against women and reducing the costs to parents of sending their daughters to school; and (3) design schools for girls in a way that is consistent with cultural values. Because education is a labor-intensive business, it is relatively inexpensive to provide in low-income countries.

objectives are blended in the units to show teachers how to meet effectively the state curriculum guidelines. The scope and sequence of objectives are organized at the district level. Courses are developed with a thematic unit approach. Suggested teaching strategies accompany the strand and core objectives. (EH)

ED 380 380 SO 024 738

Ruth, Amy, Ed.
One Room Schools in Iowa.
PUB DATE- 94
NOTE- 33p.; "The Goldfinch" presents Iowa History for Young People.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Education; Amish; Black Students; *Classroom Environment; *Educational History; Elementary Education; Females; Learning Activities; Local History; Oral History; Rural Farm Residents; *Rural Schools; *School Buildings; *State History; Teacher Education; *Teaching Conditions
IDENTIFIERS- Native Americans

This issue focuses on one-room school houses in Iowa. At one time, almost 14,000 one-room schools dotted Iowa's rural landscape. Articles explore Native American schools of the past and present, segregation of black students, and Amish schools. An article remembering one-room schools describes the early schools from 1830 to 1858, township schools from 1858 to 1872, expanding communities and schools, and the compulsory education law passed in 1902 which required all children between the ages of 7 and 14 to attend school. An article on consolidating one-room schools describes changes in which Iowa went from having more one-room schools than any state in the nation to 1965 when the Iowa legislature passed a law ordering all schools to become part of legal school districts with high schools. By July 1, 1967, most of Iowa's one-room schools were closed. Another article discusses changes in transportation to and from schools for Iowa students. Pictures include children walking and riding ponies, and a horse-drawn hack used to transport students to consolidated schools until the 1940s. A series of photographs show pre-1920s Iowa students, teachers, and schools; questions to be answered by students after examining the pictures are included. This issue contains an article on the lives of teachers in the one-room schools, a crossword puzzle, a short story, biographical sketches of three people who made a difference in Iowa's country schools, a cartoon, and articles on playing and learning in the past. (DK)

ED 380 381 SO 024 739

Ruth, Amy, Ed.
Picturing Iowa's History.
PUB DATE- 94
NOTE- 33p.; "The Goldfinch" presents Iowa History for Young People.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

as well as the French and English experiences in the New World also appear. The book contains maps and illustrations. Designed to support the upper elementary and secondary social studies curriculum, the education and school library communities will find this volume's extensive index, in-depth bibliography of young adult literature, and descriptive chronology of historical events especially useful instructional aids. (SG)

ED 380 400 SO 024 871

Hakim, Joy
Making Thirteen Colonies. A History of US. Book Two.
PUB DATE- 93
NOTE- 160p.; For related item, see SO 024 870.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- *American Indian History; *Colonial History (United States); Culture Conflict; *Culture Contact; Elementary Secondary Education; Immigrants; *Slavery; Social Studies
IDENTIFIERS- *Explorers; Founding Fathers of the United States

This history volume traces the development of the American colonies from the arrival of the first English settlers in North America to the establishment of the United States and the beginning of the westward expansion. The profusely illustrated text includes sidebars elaborating upon significant points. Maps help students locate and visualize subject matter. Designed to support the upper elementary and secondary social studies curriculum, the education and school library communities will find this volume's extensive index, in-depth bibliography of young adult literature, and descriptive chronology of historical events especially useful instructional aids. (SG)

ED 380 401 SO 024 872

Bahmueller, Charles F.
National Standards for Civics and Government. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Citizen Role; *Citizenship Education; *Civics; *Curriculum Development; Democracy; Elementary Secondary Education; Instructional Materials; *National Programs; Social Studies; *United States Government (Course)
IDENTIFIERS- ERIC Digests; *National Civics and Government Standards

This ERIC digest discusses the National Standards for Civics and Government for students from grades K-12. The Standards are organized around five central questions dealing with the following subjects: (1) the nature and necessity of government; (2) the foundations of American constitutionalism; (3) the functioning of American government and the place of democratic values and principles within it; (4) America's relations with the world; and (5) the roles of the citizen. Each of the five

This guide describes the general expectations and major purposes of partner schools in the National Network for Educational Renewal (NNER). Partner schools work in partnership with higher education for the training of teachers and the renewal of education. The partner schools all share a commitment to the 19 postulates enumerated by John I. Goodlad in "Teachers for Our Nation's Schools." Through partner schools, schools and universities seek to accomplish four purposes: (1) educate children and youth; (2) prepare educators; (3) provide professional development; and (4) conduct inquiry. For each of these four purposes the document lists expectations. Under "educating children and youth" the expectations are for a learning community, equity, and excellence. Under "preparing educators," the expectations are for collaboration, pedagogy, curriculum and attitudes, and academic knowledge. Under "providing professional development" the expectations are for collaboration and student driven needs; linkages between theory, research, and practice; special needs; and inter-professional connections. Under the "inquiry" purpose the expectations are for critical and social inquiry, reflective practice, and inquiry as scholarship. Finally, for all purposes, the document states that partner schools should be supported by sufficient staff, time, and money. For all the expectations specific examples are offered. (JB)

ED 380 419   SP 035 786

Yli-Renko, Kaarina; Yoder, John H.
Education for International Understanding: A Comparison of Attitudes and Self-Perceived Skills of Teacher Education Students in Finland and California.
PUB DATE- 28 Jun 94
NOTE- 15p.; Paper presented at the Annual Conference of the Comparative Education Society of Europe (Copenhagen, Denmark, June 28, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; Cultural Awareness; *Education Majors; Elementary Education; Foreign Countries; Global Education; Higher Education; Multicultural Education; Preservice Teacher Education; *Student Attitudes; Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- *California; *Finland; Preservice Teachers

This study compared and investigated the attitudes toward educating for international understanding in college students preparing to become elementary school teachers in Finland and the United States--particularly California. The study also explored whether participants thought their respective teacher education programs had prepared them to educate for international understanding. A questionnaire was distributed to a sample of students training to become elementary teachers in each of the two countries (51 in the United States and 93 in Finland). Both groups were predominantly female, and the Finnish students were somewhat younger than those from the United States. Analysis of the responses showed that both groups considered international education to be important. Americans tended to understand international education in more personal, local, and domestic terms with an interest in developing students' positive self image, and attaching importance to taking responsibility for self and others. The Finns thought of international education in more global terms and seemed to have a stronger group consciousness and a greater

Goldstein, Marjorie T.
Using Urban Settings To Prepare Preservice Special Educators To Assume Multiple Professional Roles.
PUB DATE- Feb 95
NOTE- 3p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged Youth; Education Majors; Elementary Education; Field Experience Programs; Higher Education; *Minority Group Children; *Practicums; Preservice Teacher Education; Program Design; Special Education Teachers; *Student Teacher Attitudes; Urban Schools
IDENTIFIERS- Diversity (Student); *Preservice Teachers; *William Paterson State College NJ

A program for preservice special education students at William Paterson College (New Jersey) offered participants field experience working with minority and disadvantaged students. Undergraduate students in their sophomore, junior, or senior classes spent one and two hours per week engaged in course assignments with pupils at the school under limited supervision from professors, teachers, and the school's leadership. The school was an inner city elementary school in a large urban system attended by students from more than 31 cultural, ethnic, and social groups. More than 90 percent of pupils received some form of extra assistance beyond the instruction provided in their classrooms. Both direct and unobtrusive measures are being piloted to respond to the question of whether increased exposure to diverse populations contributes to: increased comfort functioning in inner city settings; openness to teaching pupils from diverse backgrounds; increased professional self-confidence; and increased professional competence to create educational opportunities for students from diverse groups. Student comments indicated that their experience increased their comfort with inner city settings and opened their eyes to the realities and possibilities of such settings. However, influencing students' belief systems and documenting the nature and direction of these influences are more complex endeavors that often elude direct assessment. (JB)

ED 380 439 SP 035 830

Brandenburg, Judith Berman
Sexual Harassment: A Challenge to Schools of Education.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; Case Studies; Civil Rights Legislation; Compliance (Legal); Court Litigation; Definitions; Educational Environment; Elementary Secondary Education; Field Experience Programs; Grievance Procedures; Higher Education; Labor Legislation; Legal Problems; Legal Responsibility; Legislation; *Policy Formation; Preservice Teacher Education; Prevention; School Policy; *Schools of Education; *Sexual Harassment; Student Teachers; *Student Teaching
IDENTIFIERS- Civil Rights Act 1964

This monograph on sexual harassment aims to help schools of perspectives in university classrooms and to take seriously the responsibility to work toward equity in universities as well as in elementary and high school classrooms. (Contains 43 references.) (JB)

ED 380 456 SP 035 857

Belcher, D. Christopher
Student Assistance Programs: The Emerging Role of Schools.
PUB DATE- 23 Feb 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995). Flowchart contains broken print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Agency Cooperation; At Risk Persons; Demonstration Programs; *Dropout Prevention; Elementary Secondary Education; Models; Program Descriptions; *School Districts; *School Role; Student Needs; *Teacher Role
IDENTIFIERS- *Student Assistance Programs

This document presents information on the Blue Springs School District's Student Assistance Program (SAP) designed to address the social and family issues that affect students' academic performance. The Blue Springs SAP began in fall 1986, evolved rapidly, and in 1992 was in 18 building sites. In 1994 the program developed links with the Blue Springs Police Department and the district's Student Assistance Program. In 1993-94 the program processed over 700 referrals on students. The Blue Springs program received the National Organization of Student Assistance Program and Partners State award in 1994 and was nominated for national recognition. Lists and charts, which comprise more than half the paper, provide information on: characteristics associated with students at-risk for dropping out; program components; the School District's Student Assistance Program model (CHOICES); behavioral referral process flow chart; team member positions in buildings; and responsibilities of central office administration, building level administration, and classroom teachers. (JB)

ED 380 457 SP 035 859

Hunter, Madeline
Mastery Teaching.
PUB DATE- 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Chalkboards; Classroom Techniques; Drills (Practice); Error Correction; Higher Education; *Inservice Teacher Education; Instructional Development; *Instructional Effectiveness; Lecture Method; Memory; Models; Secondary Education; Student Motivation; Teacher Effectiveness; *Teacher Improvement; *Teaching Methods; *Teaching Skills; Time Management
IDENTIFIERS- *Mastery Teaching (Hunter)

This book presents 16 teaching techniques organized in lessons to be used by teachers who work with adolescents or young adults.

ED 380 476   TM 022 780

Wright, Benjamin D.
Rasch Factor Analysis.
PUB DATE- Oct 94
NOTE- 34p.; Expanded version of a paper presented at the Annual Meeting of the Midwestern Educational Research Association (October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Estimation (Mathematics); *Factor Analysis; Instructional Leadership; *Item Response Theory; Principals; Problem Solving; *Rating Scales; Statistical Analysis; Teachers; Test Interpretation
IDENTIFIERS- *Linear Models; *Rasch Model

Factor analysis and Rasch measurement are compared, showing how they address the same data with different interpretations of numerical status. Both methods use the same estimation method, with different measurement models, and they solve the same problem, with different utility. Factor analysis is faulted for mistaking stochastic observations of ordered labels as established linear measures and for failing to construct linear measurement. Using the Rasch measurement to replace factor analysis is developed for a dichotomy and shown for a rating scale example using responses of 2,049 Chicago (Illinois) public school teachers on the 13-item "Strength of Principal Leadership Scale" rating scale. Includes 11 figures. (Contains 18 references.) (Author/SLD)

ED 380 477   TM 022 781

Kelley, D. Lynn; And Others
Comparison of ANOVA, McSweeney, Bradley, Harwell-Serlin, and Blair-Sawilowsky Tests in the Balanced 2x2x2 Layout.
PUB DATE- Oct 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Comparative Analysis; *Error of Measurement; Monte Carlo Methods; *Nonparametric Statistics; *Robustness (Statistics); *Statistical Distributions
IDENTIFIERS- Power (Statistics); Type I Errors

The Type I error and power properties of the 2x2x2 analysis of variance (ANOVA) and tests developed by McSweeney (1967), Bradley (1979), Harwell-Serlin (1989; Harwell, 1991), and Blair-Sawilowsky (1990) were compared using Monte Carlo methods. The ANOVA was superior under the Gaussian and uniform distributions. The Blair-Sawilowsky test was superior under the exponential and t-test distributions. The Bradley test was robust. The McSweeney test was conservative under several conditions. The Harwell-Serlin test was both conservative and anti-conservative under various conditions. Seven tables and six figures are included. (Contains 13 references.) (Author/SLD)

ED 380 478   TM 022 784

Clark, Lynn

average linkage, and a version of the beta-flexible algorithm. Several alternative measures are discussed. Six tables and eight figures present analysis data. (Contains 52 references.) (Author/SLD)

ED 380 498 TM 022 861

Stocking, Martha L.
An Alternative Method for Scoring Adaptive Tests. Research Report RR-94-48.
PUB DATE- Oct 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Difficulty Level; *Equated Scores; *Item Response Theory; Psychometrics; *Scoring; Test Interpretation; Test Use
IDENTIFIERS- *Number Right Scoring

Modern applications of computerized adaptive testing (CAT) are typically grounded in item response theory (IRT; Lord, 1980). While the IRT foundations of adaptive testing provide a number of approaches to adaptive test scoring that may seem natural and efficient to psychometricians, these approaches may be more demanding for test takers, test score users, interested regulatory institutions, and so forth, to comprehend. An alternative method, based on more familiar equated number-correct scores and identical to that used to score and equate many conventional tests, is explored and compared with one that relies more directly on IRT. The conclusion is reached that scoring adaptive tests using the familiar number-correct score, accompanied by the necessary equating to adjust for the intentional differences in adaptive test difficulty, is a statistically viable, although slightly less efficient, method of adaptive test scoring. To enhance the prospects for enlightened public debate about adaptive testing, it may be preferable to use this more familiar approach. Public attention would then likely be focused on issues more central to adaptive testing, namely the adaptive nature of the test. (Contains 35 references, 2 tables, and 3 figures.) (Author)

ED 380 499 TM 022 862

Dorans, Neil J.; Potenza, Maria T.
Equity Assessment for Polytomously Scored Items: A Taxonomy of Procedures for Assessing Differential Item Functioning. Research Report RR-94-49.
PUB DATE- Oct 94
NOTE- 36p.; Version of a paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 11-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Educational Assessment; Educational Change; *Equal Education; *Item Bias; Multiple Choice Tests; Scores; *Test Items
IDENTIFIERS- *Binary Scores; *Polytomous Scoring; Reform Efforts

Educational reform efforts have led to increased use of alternatives to the traditional binary-scored multiple choice item. Many stimuli employed by these alternative assessments yield complex responses that require complex scoring rules. Some of these new item types can be polytomously-scored.

DESCRIPTORS- Delinquency; Disadvantaged Youth; Elementary Secondary Education; *Intervention; Juvenile Gangs; Mass Media Role; *Prevention; *Resources; *School Safety; Social Problems; *Urban Schools; *Violence

Statistics paint a startling and frightening picture of school violence in America. Understanding the real problem is essential to focus national attention and to bring about awareness that energy must be committed to preventing violence. The 27 items in this collection are organized into 4 comprehensive sections. Section 1, "Attention: Guns, Gangs, and Grades," includes articles that heighten our awareness of the violence problem. Information is presented on the scope of the problem, and on contributing factors that include gangs and the influence of the media. Section 2, "Prevention: People, Policies, and Programs," discusses strategies for combatting school violence. "Intervention: Crisis, Communication, and Commitment," section 3, considers aspects of intervention and provides some examples of efforts that have succeeded. Section 4, "Honorable Mention: Agencies, Bureaus, and Coalitions," lists 22 important resource organizations, 38 publications, and 31 other sources for information about the school violence problem. (Contains 8 references.) (SLD)

ED 380 521 UD 030 331

Holmes, Robyn M.
How Young Children Perceive Race. Sage Series on Race and Ethnic Relations, Volume 12.
PUB DATE- 95
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Childhood Attitudes; Cognitive Development; *Cultural Awareness; Demography; *Ethnicity; Hispanic Americans; *Kindergarten; Knowledge Level; Multicultural Education; *Racial Attitudes; Racial Differences; Suburban Schools; Urban Schools; *Young Children
IDENTIFIERS- African Americans; Latinos

Young children's knowledge of race and ethnicity is conveyed in their own terms, and how this knowledge affects their social relationships and ideas about procreation is explored. Participant observation, informal conversations, and collecting children's artwork were used to build a picture of race through the eyes of the kindergarten child. Between 1986 and 1992 a visit was made to 5 kindergarten classes with a combined enrollment of 102 children (44 African American, 42 European American, 12 Latino, and 4 of other ethnic background, and 54 girls and 48 boys). Although there were differences in social demographics and racial variability in these urban and suburban schools, the tone and atmosphere of the classes were similar. No interracial or intraracial physical confrontation was ever observed. The general lack of racial tension observed with these young children from racially diverse schools was facilitated by the age and cognitive abilities of the children studied, and school curricula that provided ample opportunities for small cooperative group interactions that led to early positive experiences with racial outgroup members. (Contains 276 references.) (SLD)

ED 380 522 UD 030 332

Chimerine, Carrie B.; And Others
Third-Year Evaluation of the Nine-Site Program Improvement

Audiation, Music Learning Theory, Music Aptitude, and Creativity.
PUB DATE- 89
NOTE- 32p.; For related documents, see ED 378 091, and SO 024 225.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Aptitude; Auditory Discrimination; *Creativity; Educational Research; Higher Education; *Music; *Music Education; Music Techniques; Performance; Teaching Methods
IDENTIFIERS- *Audiation; *Music Ability

This paper discusses music creativity. Offering no simple definition of music creativity, it suggests that music creativity cannot be taught. What can be taught are the readinesses for one to fulfill potential for music creativity. The quality and extent of one's early musical environment, that will affect one's overall music aptitude, are perhaps the most powerful factors in determining the extent to which one can become musically creative. For students to learn to be as musically creative as their potential will allow, a teacher must know whether the student's aptitudes in tonal creativity are higher or lower than their aptitude in rhythm creativity, so that in instruction, the separate aptitudes may be compensated for and enhanced. Without acquiring an audiation vocabulary that includes a large number of tonal patterns and a large number of rhythm patterns in as many tonalities and meters as possible, levels of music aptitude notwithstanding, students will not have the necessary readinesses to become musically creative. Therefore, teachers must concentrate on teaching readiness for music creativity, not music creativity itself. It is the indirect, not the direct approach that will make the difference. Music aptitude is different from music achievement. Music aptitude represents one's potential to learn to audiate, whereas music achievement represents, among other things, what one has learned to audiate. There are two types of music aptitude: (1) developmental and (2) stabilized. Music aptitude is multidimensional. Addendums included in the document are: (1) types and stages of audiation; (2) music learning theory; (3) "Improvisation: Spontaneous Composition" (Billy Taylor); and (4) "Orientation and Intentionality as Components of Creative Musical Activity" (John Kratus). Contains 23 references in all. (DK)

ED 380 342 SO 024 225

VanderArk, Sherman
Self-Esteem, Creativity, and Music: Implications and Directions for Research.
PUB DATE- 89
NOTE- 19p.; For related documents, see ED 378 091, and SO 024 223.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Behavioral Science Research; *Creativity; Creativity Research; Elementary Secondary Education; Higher Education; *Music; Music Education; *Self Esteem

This paper seeks to give potentially pertinent information and ideas for the development of a model and of hypotheses that are relevant in terms of combining the areas of self-concept and creativity. Selected sources from the areas of psychology, education, and music education are presented as the basis for ideas and thoughts for further research. The ideas in this paper focus on a review of selected self-esteem studies and

Letting girls go to school, learn to read, and experience more of the world beyond their homes makes them better off immediately and enriches their families. (DK)

ED 380 361 SO 024 445

Nyquist, Linda; And Others
Postmaterialism, Control Beliefs and Prejudice: A Cross-Cultural Analysis.
PUB DATE- Jun 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Society (Chicago, IL, June 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Cross Cultural Studies; Foreign Countries; Higher Education; Locus of Control; *Minority Groups; *Values
IDENTIFIERS- Germany; Postmaterialism; Rokeach Value Survey

This study analyzed responses to members of different outgroups or persons of another nationality, race, religion, culture, and social class in formerly West and East Germany and in the United States. These analyses support the position that a person's general values, specifically materialism or postmaterialsim, and general beliefs concerning control issues are related to the degree of prejudice shown. Cross-cultural research contributes to understanding of the underlying dynamics of prejudice. In the first step of this analysis, the psychological significance of the postmaterialism dimension is explored by demonstrating its relationship with Rokeach's Terminal Value survey and with general control beliefs. In the second step, the relationship between postmaterialism, control beliefs, and prejudiced reactions towards out group members is investigated. The role of cross-cultural research in studies of prejudiced responses is discussed. The study tries to make the case for considering the postmaterialistic value dimension in social psychological research. Postmaterialism is related to other values and general beliefs, and as such is quite relevant when understanding how a certain worldview shapes a person's outlook on life and reactions. Postmaterialism seems a worthwhile variable when considering prejudiced reactions. Not only does it relate to the level of prejudice, but it also opens a new avenue for studying prejudice by considering the relevance of the context in which it occurs. This study advocates opening up research on prejudiced reactions to include different targets of prejudice and to consider how different cultures relate to members of the same outgroup. (DK)

ED 380 362 SO 024 456

North American Indians: Smithsonian Institution Teacher's Resource Guide.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indians; Elementary Secondary Education; Instructional Materials; Library Materials; Museums; *North American Culture; *North American History; *North Americans; Photographs; Social Studies; Teaching Guides
IDENTIFIERS- Smithsonian Institution

DESCRIPTORS- *Educational History; Elementary Education; Historiography; Learning Activities; Local History; *Photographs; *Photography; Primary Sources; *Research Tools; *State History
IDENTIFIERS- *Iowa

This issue focuses on how advancements in photography affected Iowans and the pictures they took of their communities. Five famous and not so famous photographers who have taken pictures of Iowa's history are featured: (1) John Plumbe, Jr.; (2) Isaac A. Wetherby; (3) D. C. Hale; (4) Duluth Pieper; and (5) E. M. Clark. Instructions for making picture postcards and caring for old photographs are included. A series of photographs from different periods of Iowa history poses questions to help students discover why Iowans took photographs, how they lived and dressed, what they did for fun, and what was important to them. The article suggests that photographs of modern students' lives are tomorrow's historical clues. This activity asks students to explore the photos they have at home and compare and contrast them with the pictures in the article. A series of photographs by two Iowa students record a day in the life of each of their families. An article on helping history shows students how photographs can be used to document history and reflect the changes in the appearance of towns. Several old photographs are featured in another article that helps students understand how photo-historians uncover clues by studying photographs and asking questions about what they see. Other features include a short story and a comic. (DK)

ED 380 382 SO 024 742

Beaumont, Mary; Piper, Debbie
Alaska Women in History Poster, 1988. Teacher's Guide.
PUB DATE- 88
NOTE- 31p.; Cover title is: Celebrating Alaskan Women in the Arts & Women's History Month.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Females; Feminism; Music; Planning; Poetry; Social Studies; State Curriculum Guides; Story Telling; United States History; Units of Study; Womens Education; *Womens Studies
IDENTIFIERS- *Alaska; McCleery (Nancy); Peratovich (Selina); Rosenthal (Linda); Smith (Molly); Weaving

This study guide focuses on notable Alaskan women and is intended for use with Women in History Month. The works of poet Nancy McCleery are incorporated in the following lessons: (1) "Writing/Visual Arts Collaboration: Alaskan Animals Similes Mural"; and (2) "Writing/Visual Arts Collaboration: Poems and Drawing Collaboration." Basket-weaver Selina Peratrovich is featured in the lessons: (3) "Making a Basket"; and (4) "Haida Culture Discussion Questions." Violinist Linda Rosenthal is highlighted in the lessons: (5) "Music Appreciation/Creative Movement"; (6) "Music Interpretation"; (7) "Creating Your Own Music"; (8) "Creating Your Own Musical Instruments." Theater director Molly Smith is the focus of lessons: (9) "Group Collaboration: Retelling a Traditional Tale"; and (10) "Individual Talents." Biographical information on these women and a Collaboration Evaluation checklist also is included. Lessons address both older and younger students. (EH)

ED 380 383 SO 024 748

questions is followed by a statement that summarizes the standards that follow and presents reasons why citizens should be knowledgeable about them. The overarching questions are: (1) What are civic life, politics, and government? (2) What are the foundations of the American political system? (3) How does the government established by the Constitution embody the purposes, values, and principles of American democracy? (4) What is the relationship of the United States to other nations and to world affairs? and (5) What are the roles of the citizen in American democracy? This last question is the culmination of the document and focuses on the ideal outcome of civic education. A key section of the Standards emphasizes how citizens take part in civic life. Contains nine references. (DK)

ED 380 402   SO 024 889

Leidman, Mary Beth
Imaging and Political Packaging.
PUB DATE- May 90
NOTE- 9p.; Paper presented at the Nation's Capital Chapter of the Hunter College Alumni Association (Washington, DC, May 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; Audience Analysis; *Audience Response; Audiences; Demography; Higher Education; Mass Instruction; Persuasive Discourse; *Political Campaigns; *Public Opinion; Qualitative Research; *Radio; *Salesmanship; Social Science Research

This document looks at advertising and political commercials in radio. When placing an advertisement, in any media in general and radio in particular, one takes into consideration qualitative and quantitative data: how many people are listening, and who they are, and what level of education they have attained. Listeners have extremely well established and hard to break listening habits. Advertising of any sort is an image creating phenomenon in which a need for a product is created. This takes place through a process of needs assessments and design of message and placement within the media. If one spans the radio dial during an election campaign, one will find candidates and their handlers specifically tailoring a message to particular audiences that reflects the needs of that audience's demographic characteristics (education, income, marital status, ethnicity). Creating political images is comparable to selling any product: create a need for and the desire to purchase the product. There are two avenues that may be followed in creating the perfect advertising spot: (1) rational appeals; and (2) emotional appeals. Safety, performance, appearance, comfort, economy, and durability are considered to be rational appeals, while human interest, comedy, conflict, uniqueness, prominence, sensuality, and sex are the emotional appeals. There is very little of the rational approach in creating a political image. In the final analysis, the selling of a candidate is not unlike the selling of a luxury item. The item is invented, the audience identified, the selling strategy designed, the individual spots tailored to fit the characteristics of a particular audience, and the advertisement placed where it will be the most effective. (DK)

ED 380 403   SP 034 673

Martincich, Mira; Peters, Sandra

focus on national and cultural identity and understanding as it related to themselves and to others. Both groups indicated that they intended to teach so as to increase the international understanding of their students. However, both groups wanted more adequate preparation for teaching international education. (Contains 20 references.) (JB)

ED 380 420 SP 035 787

Brosio, Richard
"Staying Alive": Intellectual and Spiritual Sustenance on the Journey for Critical Foundations Scholars-Teachers.
PUB DATE- 10 Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Studies Association (November 10, 1994). For related paper, see SP 035 788.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Democracy; Democratic Values; *Educational Development; *Foundations of Education; Higher Education; *Intellectual Development; Intellectual Disciplines; Intellectual Experience; Marxism; Political Power; Preservice Teacher Education; Self Concept; Self Evaluation (Individuals); Social Class; Social Structure; Teacher Attitudes; Working Class
IDENTIFIERS- Camus (Albert); Gramsci (Antonio); Italy (Turin); Kazantzakis (Nikos); Marx (Karl); Pavese (Cesare); *Social Foundations of Education

This paper is a description and discussion of the author, a critical Social Foundations scholar-teacher, and the craft/intellectual/emotional/moral/identity sources that sustain his work. Opening paragraphs describe his family background in the Piedmont province of northern Italy, the Turin (Italy) working class and their attitudes toward work. The scholar-teacher argues that these antecedents give rise to his own commitment to the democratic principle that seeks to make private power answerable to the public good. Further paragraphs discuss the ideas and influence on the scholar-teacher of Cesare Pavese, Albert Camus, Nikos Kazantzakis, Antonio Gramsci, and Karl Marx. A later section describes the scholar-teacher's scholarly career in the Social Foundations of Education which has included work on Dewey and capitalist education. A concluding paragraph returns to Marx and argues that Marx's translation of the abstract conceptions of 19th century political economy into concrete terms of human social relations allowed him to form a model of modern bourgeois society and the whole regime of capital that continues to be valuable today. (Contains 34 endnotes.) (JB)

ED 380 421 SP 035 788

Brosio, Richard
The Battle for Social Foundations of Education: A Report from the Middletown Front.
PUB DATE- 10 Nov 94
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Studies Association (November 9, 1994). For related paper, see SP 035 787.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

education design effective polices, procedures, and environments that prohibit harassment and prepare professionals who will understand the issues and be equipped to prevent the occurrence of sexual harassment. The monograph has a particular focus on sexual harassment of student teachers during field-based practice teaching. A section on definitions of sexual harassment explores its elusive nature and looks at various legal and agency definitions. A section on legal issues covers legislation and litigation especially from Title VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972. This section also contains a summary of responsibilities and guidelines for field-based student teaching experiences. A section on polices and grievance procedures explores legal requirements for schools of education, particularly those that receive federal funds. This section includes a list of 20 components of an effective grievance procedure. A section on education to eliminate and prevent harassment includes discussion of providing a model environment, preparing educational leaders in teacher preparation programs, and working with institutions including the larger university and off-campus field placements. This section contains a list of case studies and examples for discussion including experiences of a sexual harassment grievance board; communications from administrators, faculty and students; publications; private conversations; and public discussions. Contains 49 references. (JB)

ED 380 440 SP 035 831

Ensign, Jacque
Changing Roles in a Classroom: An Attempt That Didn't Work.
PUB DATE- Nov 94
NOTE- 17p.; Paper presented at a Meeting of the American Educational Studies Association (Chapel Hill, NC, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Democratic Values; Educational Anthropology; Educational Change; Elementary School Students; Elementary School Teachers; Grade 3; Power Structure; Primary Education; Social Change; *Social Environment; *Student Behavior; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Reform Efforts; *Ritual Behavior; *Rituals; Turner (Victor)

In an attempt to analyze the success or failure of school reform efforts, this study looked closely at student and teacher interactions in one elementary classroom where a "democratic" approach was being implemented. The study used Victor Turner's work on rituals to analyze one episode in a third-grade classroom (one student sucked on a lollipop during the Pledge of Allegiance). Eating was treated as a metaphor for the larger issue of social order. The student's eating any time he wished implied no order or discipline and hence, in terms of ritual theory, he appeared anarchic and dangerous. Rituals, including formal schooling, demand attention to order and norms. The analysis concluded that this attempt to institute more egalitarian roles failed and illustrated the discouraging prospects for school reform. In this classroom, the larger traditional and hierarchical social norms of the United States overrode the teacher's attempts to bring about egalitarian social relations, a fact that cast doubt on the likely success of some types of school reform. The paper argues that an

The lessons may be used by individuals or in groups to improve instructional skills. A study guide or meeting plan precedes each chapter and suggests objectives, anticipatory set, input and modeling, means to check understanding and practice, and independent practice exercises. The lessons address the following issues: (1) teaching as a constant stream of teacher decisions designed to increase the probability of learning; (2) increasing motivation through recognition and understanding of six factors that can increase students' efforts and intent to learn, (in two parts); (3) beginning class periods effectively; (4) three key principles for effective lecture-format classes; (5) teaching to both halves of the brain (includes effective chalkboard techniques); (6) four critical characteristics of effective models; (7) making content meaningful; (8) checking students' understanding; (9) designing effective practice that improves student performance; (10) guided initial practice accompanied by feedback that gives the learner information about what is correct, what needs to be improved, and how to improve performance; (11) helping students to think creatively, solve problems, and make satisfying and productive decisions based on understanding of six levels of cognition; (12) making incorrect answers opportunities to learn; (13) changing waiting time into learning time; (14) five factors to increase student memory of what's taught in class; and (15) teaching so that past learning influences the acquisition of new learning. (JB)

ED 380 458   SP 035 860

New Teachers Handbook. Second Edition.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Metropolitan Life Foundation.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Classroom Techniques; Curriculum Design; Educational Resources; Elementary Secondary Education; Inservice Teacher Education; Instructional Development; Parent Participation; Parent School Relationship; *Professional Development; Professional Recognition; Strategic Planning; Teacher Effectiveness; *Teacher Improvement; Teacher Student Relationship
IDENTIFIERS- IMPACT II; Professionalization of Teaching

This practical guide for new teachers is written by teachers and offers strategies for the early years of teaching that cover classroom practice and professional development. Seven chapters address teaching practice and cover the following topics: getting to know students at the beginning of the year; strategic planning for the whole year; following the curriculum; classroom management; types and sources of resources; working in partnership with parents; and successfully managing the homestretch--March to June. Short essays on professional development and personal concerns alternate with these chapters. These are: "Curing Occupational Hazards: From the Inside Out" (Timothy Gangwer); "Curing Occupational Hazards: From the Outside In" (Paula Hartman); "On Becoming a Professional" (David Georgi); "Professionalism: You Get What You Pay For" (Betty Myers); and "A Dialogue on Professionalism" (Vincent Bono and Eileen G. Krieg). The guide includes a list of contributing teachers, a list of IMPACT--II

Time-Out Parent Inventory for Clinical and Research Applications.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Development; Behavior Modification; *Child Behavior; *Discipline; *Parenting Skills; *Parents; Questionnaires; Scoring; Test Construction; Test Reliability; Test Validity; *Timeout
IDENTIFIERS- *Self Report Measures; *Time Out Parent Inventory

The purpose of the Time-Out Parent Inventory (TOPI) is to provide an objective and quantitative assessment of a parent's self-reported use of time-out procedures to manage a child's behavior. The TOPI is intended to be a tool for researchers as well as professionals who help parents and children. The professional asks the parent a series of 12 questions that provide an assessment of the parent's skill in following the time-out procedures described in "SOS! Help for Parents" (Clark, 1985). Content validity and interrater reliability have been demonstrated in studies involving 20 parents. Advice is given about TOPI administration and scoring and how to give feedback to parents. The inventory is attached. Three figures illustrate the discussion. (Contains 13 references.) (SLD)

ED 380 479 TM 022 785

Kahl, Stuart R.; And Others
Using Actual Student Work To Determine Cut Scores for Proficiency Levels: New Methods for New Tests.
PUB DATE- Jun 94
NOTE- 19p.; Paper presented at the National Conference on Large Scale Assessment (Albuquerque, NM, June 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Constructed Response; *Cutting Scores; Educational Assessment; Elementary Secondary Education; Language Arts; Mathematics; *Scoring; *State Programs; Student Evaluation; Test Construction; *Testing Programs
IDENTIFIERS- Maine; National Assessment of Educational Progress; New Hampshire; *Performance Based Evaluation; *Standard Setting

The accountability testing programs of many states have begun to make extensive use of constructed-response questions and to report test results in terms of percentages of students at various proficiency or performance levels. This paper describes the step-by-step procedures for two standard-setting methods recently used for the New Hampshire 1993-94 statewide assessment of language arts and mathematics at grade 3 and the Maine Educational Assessment from the same year, which tested students in grades 4, 8, and 12. Procedures for obtaining cut scores are described. In New Hampshire the Student-based Constructed Response (SBCR) method was used in both language arts and mathematics, and in Maine the SBCR method was used in reading and mathematics and the Item-Based Constructed Response Method was used in all areas. Both of these procedures seem responsive to many of the criticisms leveled at the 1992 achievement levels of the National Assessment of Educational Progress, and both may well be more appropriate than traditional methods. Three tables and seven exhibits provide supplemental information. (SLD)

Differential item functioning (DIF) assessment is a form of equity assessment that attempts to identify items for which subpopulations of examinees exhibit performance differentials that are inconsistent with the performance differentials typically seen for those subpopulations on collections of items that purport to measure a common construct. Any DIF technique should be evaluated in terms of how well it meets certain statistical and practical criteria before it can be concluded that the items associated with alternative forms of assessment can be adequately tested for DIF. DIF methodology is well-defined for traditional, binary-scored multiple-choice items. This paper provides a classification scheme of DIF procedures for binary-scored items that is applicable to new DIF procedures for polytomously scored items. In the process, a formal development of a polytomous version of a binary DIF technique is presented. Finally, several polytomous DIF techniques are evaluated in terms of statistical and practical criteria. (Contains 65 references and 3 tables). (Author/SLD)

ED 380 500 TM 022 863

Wadkins, J. R. Jefferson
Program Control as a Set-Theoretic Concept. Research Report RR-94-56.
PUB DATE- Dec 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Software Development; *Definitions; Programming; *Programming Languages; *Semantics; *Set Theory

This paper provides operational semantics for imperative programming languages that legitimize the phraseology used in the statement and proof of a fundamental theorem of program correctness. Some of the phrases used in the theorem are normally undefined, but intuitively appealing. This paper attempts to give precise meaning to the questionable phrases in the theorem. The real value of this theorem lies in a corollary that provides a programming template for the construction of a loop with a built-in proof of its correctness just by writing two segments of straight-line code to fit given specifications (without having to visualize a repetitive process). In defining this language, a distinction is made between strings and sequences, with strings defined as equivalent classes of sequences. Also essential is the definition of an imperative programming language and of program control, which turns out to be a function mapping each pair consisting of a position (in the program) and a state into a (possibly different) pair also consisting of a position and a state. Appendixes present a minimal example and a proof of the theorem. (SLD)

ED 380 501 TM 022 864

Messick, Samuel
Standards-Based Score Interpretation: Establishing Valid Grounds for Valid Inferences. Research Report.
PUB DATE- Dec 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Construct Validity; *Educational Assessment; *Inferences; Knowledge Level; Measurement Techniques; Scores; Scoring; *Standards; *Test Interpretation; *Validity

Initiative.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Compensatory Education; Disadvantaged Youth; Educational Change; *Educational Improvement; Elementary Secondary Education; Federal Aid; Financial Support; Program Evaluation; *Program Improvement; Rural Schools; *School Restructuring; *Technical Assistance; *Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The Nine-Site Program Improvement Initiative evaluated in this report was a 3-year venture in which federal contractors provided technical assistance to schools. The contractors, Chapter 1 Technical Assistance Centers (TACs) and Rural Technical Assistance Centers (RTACs) received about $60,000 per year for their work with each site, which included several schools. Participating schools had programs funded by Chapter 1 that had been identified as needing improvement on the basis of inadequate gains in student performance. Five sites were large urban districts (Baltimore, Chicago, Detroit, Los Angeles, and Dade County, Florida). Three sites included relatively small isolated rural schools (Pike County, Kentucky; a cluster of schools in Southeastern Iowa; and 9 schools in 6 districts in the Mississippi Delta). Seven schools administered by the Bureau of Indian Affairs comprised the ninth site. Although there were positive outcomes of the initiatives, including increased understanding of the requirements of Chapter 1, a central finding is that technical assistance had limited impact in these schools. Reasons for these limited effects are discussed. They center on the facts that the assistance conformed to conventional models of external assistance and school change and that clear, long-range visions were not available. An appendix presents 18 tables of study findings. (Contains 8 references.) (SLD)

ED 380 523 UD 030 333

Hodes, Carol L.
Interest Levels of Participants from Two Intervention Programs: A Comparison of "At-Risk" Youth.
PUB DATE- May 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Global Awareness Society International (4th, Shanghai, China, May 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Higher Education; *High Risk Students; Intermediate Grades; Junior High Schools; Middle Schools; Minority Groups; *Program Effectiveness; Program Improvement; *Rural Youth; *Student Interests; Student Motivation; Urban Schools; *Urban Youth
IDENTIFIERS- *Middle School Students; Pennsylvania

The interests of two different at-risk populations in Pennsylvania are compared. Both urban minorities and rural youth participated in programs designed to motivate them to continue their education. Participants (52 rural and 30 urban middle school students) completed an interest survey as part of models. Apparently, many self-esteem inquiries have been highly selective in studying certain variables and factors that teachers and psychologists seem to recognize as being linked closely in the process of human thinking. These factors include creativity and motivation among others. The impetus for presenting thoughts on self-esteem and creativity is an interest fostered by recent publications and presentations on creativity in music education and sources in self esteem, attitudes, and motivation in music education. Areas discussed include achievement, gifted and self-esteem, validation of self-esteem, failure and self-concept, experimental studies, self-concept and music, and creativity and self-concept. Among numerous variables reported in the literature, the following are some that have been studied as causal or interactive factors in self-esteem: (1) academic achievement; (2) elementary, adolescent, and adult ages; (3) music; (4) self-esteem training seminars; (5) body shape; (6) careers; (7) clothing; (8) chemical dependency; (9) delinquency; (10) family; (11) extracurricular activities; (12) health; (13) occupation: (14) peer acceptance; (15) sports participation; (16) giftedness; (17) birth order; (18) success or failure; (19) race; and (20) cultural aspects. A model and related hypotheses are given. Contains 72 references. (DK)

ED 380 343   SO 024 228

Rosenthal, Beth Spenciner
The Impact of Social Support on Staying in School: A Preliminary Report.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Alienation; *Dropout Attitudes; Dropout Characteristics; *Dropout Prevention; Dropout Research; *Dropouts; Educational Research; Grade 10; High Schools; *School Holding Power; School Surveys; Social Attitudes; Social Science Research; Student Attrition

This study analyzed survey research conducted in 1992 in a suburban metropolitan New York City community, predominantly white, with an 18 percent black, a 4 percent Asian and 4 percent Latino population. The community had an 11% poverty rate. The longitudinal study questioned 305 10th-graders, most of them born outside the United States, by self-administered questionnaires. A theoretical base for the study was established by reviewing the research available on the social bonding theory. By examining family's, friends' and ethnic group's valuing of education, using Likert-type scales for analyses, social and personal influences in school staying plans were noted. Family and friends had a greater influence on staying in school than did ethnic groups. For females, the greater impact on the decision for school staying was from peers; for males, the family had a greater influence. Limitations of the study focused on: (1) the narrow geographic range of subject group and the high school staying plans of the sample; (2) the restricted range of responses; (3) the first phase of the longitudinal study making the variable choice "school staying plans," instead of "dropout," which may be a more appropriate term; and (4) the sample, which was comprised of approximately 15-year-old 10th grade students, making

This teacher's resource guide produced by the National Museum of Natural History (Smithsonian Institution) is a collection of materials about North American Indians covering 3 categories, including an introduction, selected bibliographies, and a listing photographs and portraits. Additionally, there is a collecting of answers to questions that visitors often ask when they explore this Museum's American Indian exhibition galleries. The introduction consists of teaching activities with background information on North American Indian myths and legends; methods to eliminate American Indian stereotypes; and origins of the American Indians. In the selected bibliographies, there are teacher and student bibliographies and teaching kits and other materials; native American resources: books, magazines, and guides for kindergarten through ninth grade students; and selected references on native American games, dances, and crafts. The photographs and portraits listing covers native peoples of the Americas photographs from exhibits in the Museum of Natural History; selected photographs illustrating North American Indian life from the National Anthropological Archives; and selected portraits of prominent North American Indians. (ML)

ED 380 363 SO 024 457

Anthropology: Smithsonian Institution Teacher's Resource Packet.
PUB DATE- 93
NOTE- 149p.; For related materials, see SO 024 456.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Anthropology; High Schools; Instructional Materials; Junior High Schools; Library Materials; *Museums; Science Education; Sciences; Secondary School Teachers; Social Studies; Teaching Guides
IDENTIFIERS- Smithsonian Institution

This teacher's research guide for the National Museum of Natural History (Smithsonian Institution) is designed for junior and senior high school teachers to integrate anthropology into their social studies and science classes. The information in this packet consists of a list of books for teachers and students, classroom activities, and other resources such as audiovisual resources including films, curriculum packets, and a slide set (not available from ERIC). The first 5 materials introduce anthropology and include the topics human origins or human skeletons and human behaviors. Teaching activities, teaching skills, and teaching ethnicity are follow the introduction. Moreover, there is a comprehensive listing of fieldwork opportunities in the Washington, D.C. metropolitan area. The students can be guided to do the field projects. The last part of this packet provides teaching resources, anthropological materials available from the Smithsonian Institution, bibliographies of human evolution, human variation and anthropologists' fieldwork, and a description of 16 journals and magazines related to anthropology. (ML)

ED 380 364 SO 024 549

Kowalski, Jacek; And Others
Civis Polonus. 1994 Project Evaluation.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English

Slaton, Christa Daryl
Community Mediation Service: A Model for Teaching Democracy and Conflict Resolution.
PUB DATE- 94
NOTE- 32p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Community Action; Community Centers; *Conflict Resolution; Higher Education; *Law Related Education; Political Science
IDENTIFIERS- Hawaii; *Mediation; *University of Hawaii

This paper depicts the origins, operation, and success of the Community Mediation Service established at the University of Hawaii, Manoa in 1979. During the 1970s, a national impetus for change arose out of stresses in the justice system including clogged courts, expensive and lengthy litigation, distrust of lawyers, and dissatisfaction of both winners and losers with outcomes. Proponents of community justice in Hawaii studied the three models of alternative dispute resolution: (1) the agency model that operates as part of a government agency; (2) the community model that operates independently of government at the grass-roots level, and (3) the agency-affiliated model that operates outside of a government agency but with government cooperation. After holding community meetings, conferences with experts, undergraduate classroom simulations, and graduate seminars, faculty and students at the University of Hawaii created a fourth model, the university-based community justice center. University faculty and students underwent training in mediation and volunteered their time to administer the program and to serve as mediators. While keeping costs low, the program achieved very high success rates in resolving disputes and satisfying participants. Students and researchers constructively combined theory in practice and gained valuable experience in politics and personal relations. (JD)

ED 380 384   SO 024 755

Patrick, John J.
Core Ideas of Democratic Civic Education and the Great Transformation in Central and Eastern Europe.
PUB DATE- Sep 94
NOTE- 41p.; Paper presented at the International Conference on Civic Education (Columbus, OH, September 9-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Civics; Curriculum Development; *Democracy; Democratic Values; Foreign Countries; *Social Change
IDENTIFIERS- Europe (East Central)

This paper discusses the importance of civic education in the transformation from totalitarian communism to constitutional democracy in Central and Eastern Europe. The primary question of civic education for this great transformation is: What are the few core ideas of democratic civic education that learners must know and support to prepare them for citizenship in a democracy? This discussion highlights fundamental elements of any workable and conceptually sound curriculum. These elements may be elaborated and practiced variously to suit social and cultural differences. The assumption is that the ideas

Implementation of a New Physical Wellness Curriculum: Joys and Perils.
PUB DATE- 28 Mar 93
NOTE- 80p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Secondary Education; Exercise; *Health Education; Health Promotion; *Health Related Fitness; Lifetime Sports; Nutrition Instruction; *Physical Education; Physical Fitness; Physical Fitness Tests; *Student Evaluation; Student Responsibility
IDENTIFIERS- *Roslyn Public Schools NY

The Physical Fitness Unit for grades K-12 of the Roslyn Public Schools in New York provides students with the knowledge to develop and maintain a level of health-related physical fitness both in and out of school that minimizes the risk of developing cardiovascular disease. The unit teaches the interrelationship of physical fitness, exercise, and nutrition, and prepares each student to assume his/her own responsibility for fitness and wellness. The design of the fitness unit includes a fitness evaluation that indicates the fitness range a student should attain to maintain a healthy status. Students formulate contracts for fitness attainment levels or establish individual fitness programs for fitness development in a noncompetitive and self-evaluative manner. This curriculum guide offers an overview of physical fitness units at the high school, middle school, and elementary school levels. It includes course outlines, fitness evaluation report forms, weekly workout program forms, a diet chart, a copy of a letter to parents introducing the fitness education program, a parent handout on physical fitness, fitness standards, and samples of certificates for use as student rewards. (JDD)

ED 380 404 SP 034 875

Berg, Frances M.
The Health Risks of Weight Loss.
PUB DATE- 93
NOTE- 190p.; This report includes Part II and selected materials from the "Obesity & Health" special report "Health Risks of Obesity." 1993.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Attitudes; Behavior; *Dietetics; *Health Education; *Health Promotion; *Life Style; *Obesity; Research Reports; Scientific and Technical Information
IDENTIFIERS- Diet Therapy; *Risk Assessment; *Weight Loss

This report compiles scientific evidence and statistics on the health risks of weight loss interventions and is intended to help both professionals and consumers cope in healthful ways with the complex dilemmas of weight. The publication is organized into six chapters: (1) "Risks of Losing Weight"; (2) "Effectiveness of Treatment"; (3) "Weight Cycling"; (4) "Mortality Increase with Weight Loss"; (5) "To Treat or not to Treat"; and (6) "Challenges for the 1990s." An appendix begins with a definition of obesity. Then, in a section entitled "Risks of Intervention" research papers presented at the National Institutes of Health (NIH) Technology Assessment on

(150)
DESCRIPTORS- College Administration; College Faculty; Department Heads; Education Courses; Elementary Secondary Education; *Foundations of Education; Higher Education; *Intellectual Disciplines; *Politics of Education; Power Structure; *Preservice Teacher Education; *Schools of Education; Social Structure; Teacher Attitudes
IDENTIFIERS- Middletown; *Social Foundations of Education

This paper describes the interdepartmental and university-wide struggle over the status of the social foundations of education discipline at a midwest university. Opening sections of the paper describe the location and status of social foundations courses and faculty members during the 1960s and 1970s as the institution developed from a teachers college into a multipurpose university. Next the paper describes a later secessionist movement attempting to establish a Social Foundations of Education Department at the institution. This includes a detailed account of meetings, sub-groups of the faculty, and developments, communications, and discussions with administration as well as the failed attempt to establish a separate department. A subsequent section describes how the ideas behind the succession movement continued at the university in various political and administrative struggles. A final section describes this local struggle as part of a larger battle against what is seen as a generally reactionary period of national history. This section argues that the opponents of social foundations knew enough about the critical and even subversive potential of foundational inquiry to fear and resist its effects. The paper closes with a broader discussion of teacher education and its purposes. (Contains 49 references.) (JB)

ED 380 422 SP 035 789

Mitchell, Rosella
Connecting: Getting it Together. Instructional Strategies Series No. 13.
PUB DATE- 93
NOTE- 48p.; For numbers 7-12, see ED 360 305-310; for numbers 13-18, see SP 035 789-794.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change; *Class Activities; *Classroom Techniques; Cognitive Style; Educational Change; Educational Philosophy; Educational Planning; Elementary Secondary Education; Experiential Learning; Foreign Countries; Global Approach; Holistic Approach; *Instructional Development; *Learning Activities; Lesson Plans; Metacognition; Multisensory Learning; Perceptual Motor Learning; Resistance to Change; Sensory Experience; Student Needs; *Teaching Methods
IDENTIFIERS- *Connectionism; Connectivity; Medicine Wheel; Saskatchewan

This booklet for teachers offers a variety of strategies and examples from real classroom experiences to facilitate the making of connections across subject areas and ways of learning. The approach is based on a vision of education as enabling students to construct knowledge with teachers assisting them in making a wide variety of connections between the familiar and the new, the concrete and the abstract, across effective democratic classroom in the 1990s could be more effective if it recognized the utility of hierarchy and sought to use hierarchical relations in a positive way to instill a modified egalitarianism which fosters authentic relationships among members of the classroom, thus enhancing education. (JB)

ED 380 441 SP 035 832

Lamson, Sharon L.; And Others
Assessment-as-Learning: The Continuous Process Improvement Model at Central Missouri State University.
PUB DATE- 18 Feb 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Outcomes Assessment; Curriculum Development; Educational Assessment; *Educational Change; Elementary Secondary Education; Higher Education; Models; Preservice Teacher Education; *Program Design; *Program Implementation; Schools of Education; Student Evaluation; Teacher Attitudes; *Teacher Education Programs; Total Quality Management; Videotape Recordings
IDENTIFIERS- Alverno College WI; *Central Missouri State University; *Outcome Based Education; Reform Efforts

Central Missouri State University instituted a Continuous Process Improvement (CPI) Model based on assessment-as-learning for postsecondary curricular and pedagogical reform. Overall the effort intended to create a paradigm shift from the course credit model to the assessment-as-learning model. The process used the Assessment-as-Learning model developed by Alverno College (Wisconsin) and Total Quality Management as used in industry. In the teacher education program the first year was devoted to faculty and administrator training, emphasizing training for development of explicit outcomes, pedagogy, and the matrix. In the second year, the Secondary Cluster developed a matrix of outcomes related to courses and experiences for the professional education sequence for secondary education majors, worked on authentic assessment, and tried out a video portfolio for the assessment of students in field experience. The Elementary Cluster focused on a comprehensive program and worked to identify goals and outcomes based on the philosophical perspective of the department that had been articulated over the previous five years. The CPI work has increased collegiality of participants within and across disciplines, enhanced institutional reputation, developed a more cohesive faculty, and renewed respect for mutual professional competence among faculty. Obstacles will probably include resistance from the Missouri Department of Elementary and Secondary Education. (Contains 13 references.) (JB)

ED 380 442 SP 035 836

Briggs-Carter, Johnnie Mae
Socialization of Prospective Principals as Instructional Leaders in the Era of "School Reform": Anticipatory Deskilling and Reskilling in the Process of Becoming a Principal.
PUB DATE- 91
NOTE- 46p.; Doctoral Dissertation, University of Houston.
LANGUAGE- English

information centers around the nation, and an index. (JB)

ED 380 459 SP 035 861

Experienced Teachers Handbook. First Edition.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; EXXON Education Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Primerica Foundation, Greenwich, CT.
PUB DATE- 93
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Cooperation; Educational Resources; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Learning Strategies; Parent Participation; *Professional Development; Secondary School Teachers; Social Responsibility; Student Behavior; Teacher Effectiveness; Teacher Morale; *Teacher Motivation; Teacher Persistence; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- IMPACT II; Professionalization of Teaching

This book for experienced elementary and secondary school teachers was written by teachers and combines personal anecdotes and model program ideas with effective practical "how-tos." The first chapter asks the experienced teacher to assess how far he or she has come in years of teaching. The second chapter addresses learning and teaching in the classroom including hands-on learning, cooperative learning, and other new approaches. Chapter 3 looks at managing student behavior. Chapter 4 discusses educating for social responsibility, particularly with respect to diversity issues and the environment. The fifth chapter examines educating students for life-long learning and independence. The sixth chapter discusses the richness of collaborative interaction with students, parents, and other professionals. The seventh chapter explores how teachers can make the transition from experienced teacher to professional educator by taking control of their own professional development. The eighth chapter shows how to maintain sanity through time management and taking advantage of all available resources, involving and drawing on parents, students, and other colleagues, and assessing self-management. The last chapter offers suggestions for keeping motivation and enthusiasm alive. The guide includes a list of associations and organizations for teachers, a list of contributing teachers, and an index. (JB)

ED 380 460 SP 035 862

Canter, Lee
The High-Performing Teacher.
PUB DATE- 94
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Elementary School Teachers; Elementary Secondary Education; Parent Participation; *Parent

ED 380 480 TM 022 786

Dimitrov, Dimiter M.
Hierarchical Latent Trait Approach in Test Analysis.
PUB DATE- Oct 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Cognitive Processes; *Difficulty Level; Higher Education; *Item Response Theory; Regression (Statistics); *Statistical Analysis; Test Construction; *Test Interpretation; Test Items; Undergraduate Students
IDENTIFIERS- Hierarchical Analysis; *Hierarchical Latent Trait Approach

An approach is described that reveals the hierarchical test structure (HTS) based on the cognitive demands of the test items, and conducts a linear trait modeling by using the HST elements as item difficulty components. This approach, referred to as the Hierarchical Latent Trait Approach (HLTA), employs an algorithm that allows all test items to be allocated to hierarchically ordered levels and defines the HTS. The HLTA is allied to data from two tests with samples of 47 and 49 undergraduate students in a statistics class. The following steps are followed: (1) determination of the cognitive operations required by the test items; (2) determination of the HTS; (3) linear trait modeling with (L,I,S) cognitive information components; (4) multiple regression analysis for (L,I,S) prediction of the item difficulty; and (5) item clustering. The HLTA provides both quantitative and qualitative information about parameters and relations of main interest in test analysis. Four tables and two figures illustrate the analysis. (Contains 8 references.) (SLD)

ED 380 481 TM 022 793

MDR's Enrollment Comparison Report 1994-95.
PUB DATE- Nov 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Change; Comparative Analysis; *Counties; Elementary Secondary Education; *Enrollment; Enrollment Trends; *Public Schools; *State Surveys; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- Variance (Statistical)

Four charts developed by Market Data Retrieval, Inc. present information about public school enrollment in 1993-94 in comparison with enrollment in 1994-95. The first, "Public School Enrollments," compares total state enrollments for both years in alphabetical order and in descending order by variance, from Texas to Louisiana. A second table presents county enrollment increases for counties with enrollment changes of 1,000 students or more arranged in descending order by variance. "County Enrollment Decreases" arranges the decreases (of 1,000 students or more) in ascending order by variance. The final table, "County Enrollment Variances," arranges variances of 1,000 students or more in descending order by variance within each state. (SLD)

IDENTIFIERS- *Performance Based Evaluation

The construct validity of content standards is addressed in terms of their representative coverage of a construct domain and their alignment with the students' cognitive level of developing expertise in the subject matter. The construct validity of performance standards is addressed in terms of the extent to which they reflect increasing levels of construct complexity as opposed to construct-irrelevant difficulty. Also critical is the extent to which performance standards characterize the knowledge and skills operative at each level both to accredit specific accomplishment and to serve as goals for further learning. All of this depends on construct-valid assessment attuned to the content standards and the development of dependable scoring rubrics and measurement scales for representing the performance standards. (Contains 29 references.) (Author)

ED 380 502 TM 022 865

Longford, Nicholas T.
A Case for Adjusting Subjectively Rated Scores in the Advanced Placement Tests. Program Statistics Research. Technical Report No. 94-5.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advanced Placement; Computer Science; English; Error of Measurement; *Essay Tests; Grading; High Schools; High School Students; Psychology; *Reliability; Scores; *Scoring; *Student Placement; *Writing Tests
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Subjectivity

A case is presented for adjusting the scores for free response items in the Advanced Placement (AP) tests. Using information about the rating process from the reliability studies, administrations of the AP test for three subject areas, psychology, computer science, and English language and composition, are analyzed. In the reliability studies, 299 psychology essays, 250 and 248 essays for two forms of the computer science examination, and 250 essays for English were rated. It is shown that the minimum squared error score adjustments proposed by N. T. Longford (1993) result in changed AP grades for an appreciable percentage of examinees. The proposed schemes are easy to implement and involve no iterative procedures. Four tables and two figures present details of the analyses. (SLD)

ED 380 503 TM 022 866

Wainer, Howard
Using Trilinear Plots for NAEP State Data. Program Statistics Research. Technical Report. No. 94-6.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charts; Demography; Educational Assessment; *Educational Trends; Elementary Secondary Education; *Mathematics Achievement; National Surveys; Performance; *Research Reports; Trend Analysis

the program orientation. Although the rural youth measured significantly high in many survey areas, the urban minorities measured higher than rural participants for many areas, including motivation, science interest, and general interest. Rural youth enter higher education in significantly lower proportions than their urban counterparts. Lower interest scores may reflect the lack of reflective programming for rural youth. With a general lack of programs and funds for at-risk rural youth at the state and federal levels, the rural youth are being overlooked in terms of educational opportunity. Further study is needed to better understand motivation of "at-risk" youth and effectiveness of precollege programs designed to help them. Two tables summarize study findings. (Contains 9 references.) (Author/SLD)

ED 380 524 UD 030 334

Connors, Lori J.; Epstein, Joyce L.
Taking Stock. Views of Teachers, Parents, and Students on School, Family, and Community Partnerships in High Schools. Report No. 25.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Practices; High Schools; *High School Students; Information Dissemination; Parent Attitudes; Parent Participation; *Parents; Parent School Relationship; *Partnerships in Education; *Secondary School Teachers; *Student Attitudes; Student Participation; Surveys; *Teacher Attitudes
IDENTIFIERS- *Maryland

This report summarizes the preliminary results from surveys of teachers, parents, and students in six Maryland high schools about their attitudes toward and needs for school, family, and community partnerships. Data from 420 families indicate that they feel welcome at their teens' high schools, but a large majority want to be more involved and to receive better information about how to help their teens. Data from over 1,300 students illustrate the variation in teens' attitudes and competencies, and point to an important role for students in school and family partnerships. Students want to be more involved, and over half want their parents more involved with their schools. Data from 150 teachers show that just about all believe that involvement is important, but two-thirds say they need more training to know how to involve families. These and other results are discussed to show how the schools involved in the High School and Family Partnerships Project used their survey results to plan and implement new practices to inform and involve families. Suggestions are made to help other high schools apply the results of this study to their own efforts to develop or strengthen school, family, and community partnerships. (Contains 29 references.) (SLD)

ED 380 525 UD 030 335

Epstein, Joyce L.; Connors, Lori J.
Trust Fund. School, Family, and Community Partnerships in High Schools. Report No. 24.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Office of Educational Research and Improvement (ED), Washington, DC.

interpretations of data difficult. Recommendations for dropout prevention focused on enhancing social support for remaining in school and creating new primary social groups for bonding. (EH)

ED 380 344 SO 024 229

Adams, Maurianne; Zhou, Yu-hui A.
Some Cognitive Developmental Characteristics of Social Diversity Education.
PUB DATE- Apr 90
NOTE- 73p.; Paper presented at the Annual Meeting of the American Education Research Association (Boston, MA, April 16, 1990). Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Measures; *Cognitive Development; Cognitive Measurement; *Cognitive Style; Consciousness Raising; *Cultural Differences; *Cultural Pluralism; Demography; Higher Education; Social Science Research; Undergraduate Students

This paper, on a 1988-89 study of 219 undergraduates, addresses issues of cognitive development, learning style, and attitudes toward social diversity and social justice. A parallel study was conducted in spring/fall 1989 with subsequent changes noted. The table of contents presents the following sections: (1) "Background and Educational Context"; (2) "Conceptual Framework: Social Cognitive Development"; and (3) "Methodology and Discussion of Findings: Stage One of Research." Pre- and post-test results were analyzed for four assessment instruments: (1) Baxter-Magolda's Measure of Epistemological Reflection (MER); (2) Rest's Defining Issues Test (DIT); (3) Hudson and Ricketts' Index of Homophobia (IMT); and (4) Kolb's Learning Style Inventory (LSI). Numerous tables, figures, and illustrative diagrams support the narrative. An extensive bibliography is included. (EH)

ED 380 345 SO 024 230

Adams, Maurianne; Zhou-McGovern, Yu-hui
The Sociomoral Development of Undergraduates in a "Social Diversity" Course: Developmental Theory, Research and Instructional Applications.
PUB DATE- Apr 94
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *Cognitive Development; Cognitive Measurement; *Cognitive Style; Consciousness Raising; *Cultural Differences; *Cultural Pluralism; Demography; Higher Education; Social Indicators; Social Psychology; Social Science Research

This 1990 study of 165 undergraduates considered the application of cognitive development theory to social justice education. The table of contents presents the following sections: (1) "Why apply cognitive development theory to social justice education?" (2) "What is cognitive development?" (3) "Setting the background and context for the study"; (4) "Course goals in the light of cognitive development theory"; (5) "The Research: Student participants and methodology"; (6) "Assessment

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizen Participation; Citizenship Education; *Civics; Elementary Secondary Education; Foreign Countries; Higher Education; *Law Related Education; *Program Effectiveness; Program Evaluation; Student Participation
IDENTIFIERS- *Civis Polonus (Poland); *Poland

This document describes a Polish program that enables students and teachers to experience state government on a personal level. Fifty students and ten teachers were invited to Warsaw (Poland) for five days to participate in didactic games, simulations, and meetings with social activists, politicians, civil servants, and journalists. The project's evaluation examined these experiences closely, describing activities and reactions from participants along with shortcomings of the project. Chapters include: (1) "'Civis Polonus' Project Proposal"; (2) "Sources of Finance"; (3) "Participants Recruitment"; (4) "Detailed Project Timetable"; (5) "The Project As Seen By the Participants and the Organizers"; (6) "Evaluation of the Project's Organization"; (7) "Evaluation of the Substance of the Project"; (8) "Evaluations of the Participants' Behavior"; (9) "Plans for the Future"; and (10) "Recapitulation." An appendix includes the statute of the "Civis Polonus" Foundation and the program's evaluation. (EH)

ED 380 365 SO 024 550

Broclawik, Krzysztof; And Others
The School in Democratic Society: A Course Plan for Poland's Future Teachers.
PUB DATE- 94
NOTE- 189p.; Edited in Polish and translated to English by Barbara Malak-Minkiewicz. Edited in English by Gregory E. Hamot.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Content; *Curriculum Development; Curriculum Guides; Education Courses; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Materials; *Methods Courses; Preservice Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Poland

This document details the development and implementation of a course for teacher education in Poland. The course, "The School in Democratic Society," was prepared between September 1992 and December 1993 as a cooperative effort between the Polish Ministry of National Education and the Citizenship Development for a Global Age Program of the Mershon Center at The Ohio State University. First, a definition is given of the main aspects of the school's operation in a democratic society and their relevance to Poland's present and future needs. Additionally, some new teaching methods were explored and subsequently implemented in Poland. The course covered: (1) "Role and Position of the Teacher"; (2) "Student Rights and Responsibilities"; (3) "Parental Participation in Schools"; (4) "Schools and the Local Community"; (5) "The Distribution of Resources for Education"; (6) "Schools as an Organization and as a Community"; and (7) "The Role of Schools in a Democratic Society." Lesson plans, practical suggestions for teaching, and presented about curricular content are necessary, if not sufficient, to democratic civic education in Central and Eastern Europe or anywhere else in the world. The first task of democratic civic education is the clarification of the key idea, democracy. The intended educational outcome is to provide students with criteria to assess and appraise proposals and practices for which democratic claims are made. Educators should introduce a minimal definition of democracy and elaborate upon it through explication of a set of core concepts with which it is inextricably associated in the operations of any authentic democratic polity. Students in possession of these key ideas would have intellectual tools for interpreting and judging the extent to which political systems (including their own) are, or are not, exemplifications of democracy. Constitutionalism and individual rights, separation of powers, civil society, and economic freedom have become important facets of all authentic modern models of democracy. (DK)

ED 380 385   SO 024 773

Cook, Robert
The Sphere of Women in Colonial America.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Colonial History (United States); *Females; Feminism; Secondary Education; *Secondary School Curriculum; Social Studies; *United States History; Units of Study; Womens Education; *Womens Studies
IDENTIFIERS- Colonial History (United States)

This project is a unit of six lessons designed to study and understand the roles and expectations of women in the colonial period. The unit provides an historical perspective on those expectations, examines how both men and women viewed the sphere of women, and how enlightened thought on this topic began to emerge during this revolutionary time. Primary source materials are used extensively. This unit is designed with the intent of maximum flexibility so that it may be used in parts, or in its entirety. The lessons develop a range of student skills that are identified with each lesson, such as note taking, organization, critical thinking, writing, oral participation, cooperative learning, research and analysis. The lessons include: (1) "The Sphere of Women in Colonial America"; (2) "Colonial Women: Using Documents for a Better Understanding"; (3) "Letters between Abigail and John Adams Regarding Women's Enfranchisement, 1776"; (4) "Dear 'John'"; (5) "The American 'Revolution'"?; and (6) "New Rights in the Old South?" (EH)

ED 380 386   SO 024 786

Brown, Maurice; Korzenik, Diana
Art Making and Education. Disciplines in Art Education: Contexts of Understanding.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- 93
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)

Methods for Voluntary Weight Loss and Control Conference held in 1992 are reprinted. Presenters include: G. Terence Wilson, David F. Williamson, Reubin Andres, Elsie R. Pamuk, Steven N. Blair, Millicent Higgins, and F. Xavier Pi-Sunyer. A 1991 New York City report based on an investigation of segments of the weight loss industry and suggestions for dealing with large patients in health care complete the document. (Contains 72 references.) (LL)

ED 380 405 SP 035 591

Bjorn, Laurie
Jeopardy Review Game.
SPONS. AGENCY- Maine Center for Educational Services.
PUB DATE- 94
NOTE- 6p.; Toner streaks occur in margins. Project Seed.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Class Activities; *Educational Games; Educational Objectives; Health Education; High Schools; High School Students; Program Design; Program Implementation; Resource Materials; Secondary School Teachers; Student Participation; Study; Teacher Developed Materials; *Test Coaching
IDENTIFIERS- *Television Game Shows

This publication describes how to conduct a high school class review game based on the television show "Jeopardy." The game is described as applied in a high school health class context but it can easily be adapted to other subjects and ages. The game might appropriately be used as a review session before a unit test. Students form themselves into three groups plus two "helpers" with the teacher administering the game. The game's goals are to review and reinforce knowledge, to discover strong and weak areas of retention, and to review recent learning in a way that is fun and that encourages students to actively participate in their own learning process. The game is designed to help students develop in the areas of thinking skills, teamwork, individuality, and pride in learning. The game requires 2-3 hours of preparation per unit of study and has low implementation costs. The game has been specifically adapted from the television game format. The rewards to the teacher are the pleasure of seeing the students excited about learning and seeing how much they have learned and remembered. A section on resources suggests materials that can be used repeatedly and discusses how long the game takes to conduct. (JB)

ED 380 406 SP 035 640

Talbot, Gilles L.
Revitalizing Teacher-Made Tests: Quality Control Procedures.
PUB DATE- Sep 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Foreign Countries; Higher Education; Quality Control; Teacher Developed Materials; Teacher Improvement; *Teacher Made Tests; *Test Construction; Test Format; Testing; Test Items; Test Reliability; Test Results; Test Theory; *Test Wiseness
IDENTIFIERS- *Colleges of General and Professional Education PQ; *Quebec

subjects, and between students' knowledge and their values or actions. Booklet sections address planning for connections, using the senses, experiences, holistic thinking, learning styles, student needs, global thinking, the American Indian medicine wheel as a symbol of relationships, attitudes toward change, and metacognition. Throughout the book are diagrams illustrating various concepts, descriptions of actual projects, experiences, and suggested practices from real teachers and classrooms, and possible points for reader reflection or action. Appendixes contain further actual examples from teacher experiences with planning, experience, and learning styles. Contains 10 references. (JB)

ED 380 423 SP 035 790

Mills, Sheryl
Centered on Students: Stations, Packages, Centres. Instructional Strategies Series No. 14.
PUB DATE- 93
NOTE- 29p.; For numbers 7-12, see ED 360 305-310; for numbers 13-18, see SP 035 789-794.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Autoinstructional Aids; *Classroom Techniques; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Freedom; Independent Study; Instructional Development; *Learner Controlled Instruction; Learning Modules; Learning Resources Centers; Performance Contracts; Personal Autonomy; Secondary School Students; Secondary School Teachers; Self Management; Student Role; Teacher Role; *Teaching Methods
IDENTIFIERS- Saskatchewan

This booklet for teachers describes and explains classroom management based on a student centered format for structured freedom using contracts, learning stations, and learning packages. The booklet is structured as a narrative describing a fictional teacher's visits to a classroom where this approach is successfully implemented. Structured freedom is a way to allow students to make choices and take risks within a given structure while providing opportunities for self-directed learning. At a learning center students gather to make choices, to get instructions and materials, and to meet with others working on related activities. A learning package includes all necessary materials and all instructions written down so that a student can work independently. Contracts are vehicles to ensure that planned activities are accomplished and that teacher and student have the same expectations. These techniques are applicable to all educational levels. Successful implementation provides control through clear objectives and instructions and simple beginnings. Also included in the booklet are examples of classroom layout, checklists for developing learning packages and centers, a sample contract, an evaluation list for deciding when to use centers and packages, a list of considerations and tips, and an outline of the teachers role in this type of classroom. (Contains 31 references.) (JB)

ED 380 424 SP 035 791

Thompson, Loraine
Tell Me a Story! Narrative in the Classroom. Instructional Strategies Series No. 15.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Attitudes; Administrator Education; *Administrator Role; Curriculum; Elementary Secondary Education; Ethnography; Graduate Study; Higher Education; *Instructional Leadership; Leadership Training; *Principals; Skill Development; *Socialization
IDENTIFIERS- Texas; University of Houston TX

The role of Texas school principals has been redefined to include instructional leadership for the planning, operation, supervision, and evaluation of educational programs. This study examined how principal trainees at the College of Education of the University of Houston (Texas) were preparing for their redefined role. It investigated the socialization of prospective principals as instructional leaders. As part of this socialization, anticipatory deskilling and reskilling in the process of becoming a principal were of interest. The ethnographic research involved interviews with 10 principal trainees and faculty, field research in university courses, and analysis of official documents. Findings suggest that sometimes trainees encountered messages in both the formal and hidden curriculum of their midmanagement certification program which stressed instructional leadership as rule following, and other times as creative application of broad-based knowledge. Most of the trainees reported the anticipation of instructional leadership as rule-following behavior. Three trainees contributed to the deskilling of their leadership roles by not intending to raise questions about the mandates of what principals are supposed to do or about the given curriculum. Comments made by several trainees spoke to how intensification (an aspect of deskilling) produces instructional leadership as rule-oriented behavior. Theoretical implications and recommendations for policy and practice are discussed. (Contains 36 references.) (JDD)

ED 380 443 SP 035 837

Wise, Beth; And Others
Teacher Education in Transition: Alternate Certification, Texas-Style.
PUB DATE- Oct 94
NOTE- 17p.; Paper presented at the Annual Conference of the Southeastern Regional Association of Teacher Educators (41st, Baltimore, MD, October 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Alternative Teacher Certification; College School Cooperation; Cooperative Programs; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Stress Variables; *Student Teachers; Student Teaching; Teacher Education Programs; *Teacher Interns
IDENTIFIERS- University of Texas Brownsville

The University of Texas in Brownsville offers an alternative teacher certification program as a cooperative endeavor with area public schools to help relieve teacher shortages. One component of the program involves a 1-year teaching internship under the supervision of a university supervisor and a master mentor teacher from the school district of employment. A survey on job stress was administered to 96 Alternative Certification Program (ACP) interns at the end of their 1-year internship and to 60 traditionally trained student teachers at the end of their 15 weeks of practice teaching. Although neither group

Teacher Cooperation; Problem Solving; Secondary School Teachers; Self Concept; Social Support Groups; *Teacher Burnout; *Teacher Effectiveness; Teacher Morale; *Teacher Motivation; Teacher Persistence; Teacher Student Relationship; *Teaching Experience; *Teaching Skills; Time Management
IDENTIFIERS- Experienced Teachers; Positive Attitudes; *Self Empowerment; Teacher Empowerment

This book shows teachers how to empower themselves to face the challenges of teaching, avoid burnout, and maintain their enthusiasm for the profession. Based on common characteristics of many high-performing teachers, each chapter explores one of these attributes and shows how each of these can be learned or acquired. The chapters are illustrated with examples of how real teachers in actual situation have successfully learned these skills and applied them. High-performing teachers: (1) have mission and a knowledge of exactly what they want to accomplish every day in the classroom; (2) have positive beliefs in their ability to work successfully with students and to make a difference in their lives; (3) recognize that the choices they make have an impact on their success; (4) have well-developed problem-solving skills that empower them to create and implement plans for overcoming challenges; (5) have skills to build positive relationships with students of all types; (6) have skills to build positive relationships with parents; (7) maintain a positive attitude; (8) understand the necessity of a support network and seek out friends and colleagues who are positive and proactive; and (9) have learned how to plan their time and effort to make the best use of their skills and resources. (JB)

ED 380 461 SP 035 863

Williams, Jane L.
Differences between Cooperating Teachers and Student Teachers in Their Assessment of Student Teacher Performance: Potential Threats to a Successful Relationship.
PUB DATE- 21 Feb 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Conflict; *Cooperating Teachers; Elementary Secondary Education; Higher Education; *Interpersonal Relationship; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teacher Evaluation; *Student Teachers; Student Teaching; Surveys; *Teacher Attitudes
IDENTIFIERS- *Middle Tennessee State University

A study was done of student teachers and cooperating teachers' assessment of the student teachers' performance in order to investigate how their relationship was affected by these perceptions. A survey instrument in two versions, one for student teachers and one for cooperating teachers, was devised listing 54 specific student teacher performance items stated in corresponding terms. These were administered to 200 Middle Tennessee State University students and their 200 cooperating teachers twice, in the third week of the student teaching semester and in the ninth week. There were statistically significant differences between cooperating teachers and student teachers on 23 survey items. However, most of the statistically significant differences in the first survey administration revealed a low potential for conflict. On all of

ED 380 482 TM 022 801

O'Sullivan, Rita G.; O'Sullivan, John M.
Evaluation Voices: Promoting Cluster Evaluation from within Programs.
PUB DATE- May 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Canadian Evaluation Society (Quebec, Canada, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cluster Analysis; *Evaluation Methods; Evaluation Utilization; Multicultural Education; *Networks; *Objectives; *Program Evaluation; Training
IDENTIFIERS- Evaluation Voices; *Stakeholders; Sustainable Agriculture

Evaluation Voices is an approach to evaluation that assumes that programs with similar goals can strengthen their evaluation strategies through cluster networking as they build evaluation expertise from within. Evaluators focus on a process that: (1) begins with program staff and stakeholders sharing their vision for the program; (2) recognizes the current level of evaluation skill present within programs; (3) identifies barriers to strengthening the evaluation; (4) provides training to overcome identified barriers; and (5) generates an action plan to strengthen individual program evaluation plans. The Evaluation Voices approach is extremely sensitive to diversity in practice and culture. Results of preliminary uses of the approach have been very encouraging, and programs appear to have strengthened the ability to conduct and use evaluation. Two Figures are included. (Contains 12 references.) (Author/SLD)

ED 380 483 TM 022 802

Jones, Russell W.
Performance and Alternative Assessment Techniques: Meeting the Challenge of Alternative Evaluation Strategies.
PUB DATE- Jul 94
NOTE- 29p.; Paper presented at the International Conference on Educational Evaluation and Assessment (2nd, Pretoria, Republic of South Africa, July 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Trends; Evaluation Methods; Knowledge Level; *Multiple Choice Tests; *Portfolio Assessment; Portfolios (Background Materials); *Test Construction; Test Format; *Testing
IDENTIFIERS- *Alternative Assessment; *Performance Based Evaluation

One of the most influential contemporary trends in educational evaluation in the United States is the move away from traditional testing methods toward "authentic assessments," which are designed to measure student performance of skills, abilities, and knowledge directly. While there is no consensus as to precisely what constitutes authentic assessment, there is general agreement that it incorporates: (1) emphasis on examinee performance, assessing not only what the examinee knows, but what the examinee can do; (2) use of direct methods of assessment; (3) inclusion of a high degree of realism; and (4) activities for which there may be no one correct answer, in

IDENTIFIERS- *Trial State Assessments (NAEP); *Trilinear Plots

Understanding the distribution of achievement levels of students' performance on the National Assessment of Educational Progress (NAEP) is aided through the use of the trilinear chart. This chart is described and its use illustrated with data from the 1992 state NAEP mathematics assessment. The trilinear chart is used to portray three variables simultaneously expressed in the form of components of a total. It is drawn like an equilateral triangle, each side of which is calibrated in equal percentage divisions from 0 to 100. It is shown that one can see readily the trends in performance for different demographic groups for all of the 44 participating jurisdictions simultaneously. Fifteen displays illustrate the analyses and portray some trilinear charts. (Contains 6 references.) (Author/SLD)

ED 380 504 TM 022 867

Messick, Samuel
Alternative Modes of Assessment, Uniform Standards of Validity. Research Report.
PUB DATE- Dec 94
NOTE- 26p.; Paper presented at a Conference on Evaluating Alternatives to Traditional Testing for Selection (Bowling Green, OH, October 25-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; *Educational Assessment; Inferences; Multiple Choice Tests; *Psychological Testing; Scores; *Standards; *Test Interpretation
IDENTIFIERS- *Alternative Assessment; *Performance Based Evaluation

In contrast to multiple choice, alternative modes of assessment afford varying degrees of openness in the allowable responses. Prominent among the alternatives is the assessment of performance, sometimes in its own right where the issue is the quality of the particular performance per se, but more often as a vehicle for the assessment of knowledge, skill, or other attributes. Because inferences about score meaning in construct terms and about the action implications of that meaning are fundamentally similar in the alternative assessment modes (despite surface differences), the same standards of validity apply to all educational and psychological measurement. These standards are addressed in terms of content, substantive, structural, generalizability, external, and consequential aspects of construct validity. (Contains 42 references.) (Author)

ED 380 505 TM 022 868

Bennett, Randy Elliot
An Electronic Infrastructure for a Future Generation of Tests. Research Report.
PUB DATE- Dec 94
NOTE- 30p.; Version of a paper presented at the Annual Meeting of the International Association for Educational Assessment (Wellington, New Zealand, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; College Entrance Examinations; *Computer Assisted Testing; Computer Managed Instruction;

PUB DATE- Aug 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Background; *Community Involvement; Educational Philosophy; Educational Practices; Family Involvement; High Schools; *High School Students; *Parent Participation; *Partnerships in Education; Program Development; Program Implementation; *Rural Schools; *Urban Schools
IDENTIFIERS- *Maryland

The High School and Family Partnership Project began in 1991 with two urban, two suburban, and two rural high schools in Maryland to learn more about whether basic theories, frameworks, and practices of family, student, and community involvement are appropriate at the high school level; how schools can develop and implement such practices; and how partnerships affect the students, families, teachers, and communities involved. This report is the first in a series on these high schools as they work to develop and improve their partnerships with students, families, and communities. It explores where schools start in their thinking about partnerships. The starting point is called a "trust fund" to recognize that each school's past practices can be built upon to create further partnerships, and also to recognize that trust among the participants is a primary condition for developing successful practices of partnership over time. This report describes the "trust funds" of the six schools, combining existing practices and ideas for new implementations. The activities are categorized according to a framework of six types of involvement that will help these and other high schools plan and monitor the development of more comprehensive programs of partnership. One table summarizes trust fund contents. (Contains 27 references.) (Author/SLD)

ED 380 526 UD 030 336

One-to-One Tutoring Produces Early Reading Success; Large Gains Justify Cost.
PUB DATE- Nov 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; *Cost Effectiveness; Disadvantaged Youth; *Dropout Prevention; Elementary Education; *Elementary School Students; Grades (Scholastic); *Immigrants; Instructional Effectiveness; Limited English Speaking; Middle Schools; *Reading Achievement; Synthesis; Tutorial Programs; *Tutoring

This collection of descriptions of research at the Center for Research on Effective Schooling for Disadvantaged Students opens with the discussion of a synthesis of research on the effects of one-to-one tutoring programs used in first grade to prevent reading failure produced by Barbara Wasik and Robert Slavin. The synthesis reviews stringent evaluation evidence on five such programs. All were found instructionally effective, but undeniably expensive. Reviewing potential benefits and comparing them to other interventions makes the costs justifiable. A second discussion, "Disadvantaged Middle Grades Schools Provide Fewer Resources and Opportunities in Curriculum and Instruction," examines differences and similarities between advantaged and disadvantaged schools. "Community Involvement Review Urges Identification of Effective Practices, Increased instruments"; (7) "Findings and analysis"; (8) "Application of research findings: theory to practice"; and (9) "Next steps." Pre- and post-test results were analyzed for two assessment instruments: (1) Baxter-Magolda's Measure of Epistemological Reflection (MER); and (2) Rest's Defining Issues Test (DIT). Statistical data were interpreted with course goals and teaching/learning dynamics considered, based on the findings. Numerous tables and figures are used to illustrate the research. An extensive bibliography is included. (EH)

ED 380 346 SO 024 231

Doig, Brian
The Construction of a Long Variable of Conceptual Development in Social Education.
PUB DATE- Apr 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Comprehension; *Concept Formation; Concept Teaching; Developmental Stages; Elementary Secondary Education; Foreign Countries; *Generalization; Intellectual Development; *Learning Processes
IDENTIFIERS- Australia; Long Variables

This paper demonstrates a method for constructing long variables using items that elicit partically correct responses across ages. Long variables may be defined by students at different ages (year levels) attempting common items within a test containing other items considered to be appropriate for each age or year level. A developmental model of understanding is described in the form of vertically equating a student's response with expectations for increasing sophistication in the response range. A unit from the Victorian Social Education Study on the long variable of "cultural understanding" is provided to exemplify the technique. The paper demonstrates the use of the Rasch partial credit model for mapping student responses onto this continuum of cultural understanding. Stimulus material, items, sample responses, and the analysis are all outlined in detail. (EH)

ED 380 347 SO 024 233

Carr, Alison A.; Yang, Huilan
Race, Class, & Gender Differences in School Change Team Membership.
PUB DATE- Mar 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). A few pages contain broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; *Educational Change; Educational Research; Intermediate Grades; Junior High Schools; Middle Schools; *Parent Participation; Public Education; Racial Composition; *Racial Differences; *Sex Differences; *Social Differences

Community participation has become an important aspect of almost any change efforts in public schools in recent years. The movement has waxed and waned through the decades since the Common School, but is enjoying renewed interest with the auxiliary materials are included. (EH)

ED 380 366 SO 024 551

The National In-Service Teacher Training Centre (NTTC).
PUB DATE- Jun 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Change Strategies; *Educational Change; Educational Strategies; *Inservice Teacher Education; Organizational Change; Professional Training; *Teacher Centers; *Teacher Education; *Teachers
IDENTIFIERS- National In Service Teach Train Ctr (Poland)

This brief overview describes the work of the National In-Service Teacher Training Centre (NTTC) in Warsaw (Poland). Contents are as follows: (1) General Aim and Institutional Message; (2) Information about NTTC; (3) The NTTC Organization Structure; (4) The National Education Resource and Support Centre; (5) Foreign Institutions Cooperating with NTTC; (6) Structure of the Educational System in Poland; (7) Teachers in Poland; (8) Pre-Service and In-Service Teacher Education in Poland; and (9) The Good and Modern School: Continuation of Educational Changes. Detailed proposals for implementation of change in the Polish educational system are described, including modification of the existing structure of education, management and finance of education, and definition of the qualifications for teachers by the state. (EH)

ED 380 367 SO 024 584

Harris, Laurie Lanzen, Ed.
Biography Today: Profiles of People of Interest to Young Readers, 1994.
PUB DATE- 94
NOTE- 444p.; For volumes 1-2, see ED 363 546.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- Artists; Authors; *Biographies; Elementary Secondary Education; *Popular Culture; Profiles; Recreational Reading; *Role Models; *Student Interests; Supplementary Reading Materials

This document is the third volume of a series designed and written for the young reader aged 9 and above. It contains three issues and covers individuals that young people want to know about most: entertainers, athletes, writers, illustrators, cartoonists, and political leaders. The publication was created to appeal to young readers in a format they can enjoy reading and readily understand. Each issue contains approximately 20 sketches arranged alphabetically. Each entry combines at least one picture of the individual profiled, and bold-faced rubrics lead the reader to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. Each of the entries ends with a list of easily accessible sources to lead the student to further reading on the individual and a current address. Obituary entries also are included, written to provide a perspective on an individual's entire career. Beginning with this volume, the magazine includes brief entries

DESCRIPTORS- *Art Education; *Art Expression; Art History; Art Materials; Art Teachers; Elementary Secondary Education; Fine Arts; Higher Education; *Painting (Visual Arts); Practical Arts

In this volume a painter and an art historian explore the production of studio and classroom art in education. Part 1 consists of 6 chapters in which painter, Maurice Brown, discusses the relationship between image makers and language; examines the medium of oil; looks at style, impulse, eclecticism, and color; probes the personal experience of picture making; argues the continuing educational significance of art creation; and relates relevant experiences as a student. Part 2, by art historian and professor Diana Korzenik, explores art making in light of its past and potential contributions in guiding the teaching of art. Chapter 7 looks at art making in schools. Chapter 8 examines the influence of personal histories and educational legacies. Chapters 9 through 12 look at art making in context of four competing art traditions: (1) art making for the improved teaching of other school subjects; (2) art making for jobs; (3) art making for the personal benefit of others; and (4) art making for improved understanding of self and others. The concluding chapter looks at the teacher's vision of students. Reference notes accompany each chapter. (MM)

ED 380 387 SO 024 792

Newbill, Sharon L.

The Paseo Fine and Performing Arts Magnet High School, 1989-1990, 1990-1991, 1991-1992. Summative Evaluation.

PUB DATE- Sep 92

NOTE- 71p.; For a related document, see ED 349 222. Printed on colored paper.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Art Education; Creative Writing; Dance Education; Discipline; Enrollment Influences; *Fine Arts; *High Schools; *Magnet Schools; Music Education; *Parent Attitudes; Program Evaluation; *Student Attitudes; Summative Evaluation; Teacher Attitudes; *Theater Arts; Visual Arts

IDENTIFIERS- Kansas City Public Schools MO

This document looks at the Kansas City, Missouri, Paseo Academy of Fine and Performing Arts Magnet High School's three-year implementation of the magnet theme of the Long-Range Magnet School Plan. In addition to the core curriculum, five theme strands (visual arts, music, theater, creative writing, and dance) were offered to 9th through 11th grade students. The focus of the report was on the impact and outcomes of enrollment, desegregation, and achievement. Evaluation data came from classroom observations; school visits, perceptual questionnaires administered to teachers, students, and parents; interviews with the school principal and administrators; and achievement data. Findings indicate success in implementing the fine and performing arts magnet theme. The demographic mix of 60% minority and 40% non-minority students exceeds the court-ordered desegregation goals. The improved student return rate and lower retention between 1st and 2nd year of implementation may reflect a selective filtering of those students wanting to be in the arts program. All Paseo Academy students scored above yearly district averages on the Tests of Achievement Proficiency, (TAP), in all but 11th grade mathematics. However, non-minority students outperformed minorities in every subtest. Both students and parents expressed satisfaction with the arts theme program, which was cited as the reason for enrollment in

This paper offers college teachers guidelines for improving their teacher made tests. It notes that teachers may focus on how well students have learned course objectives while being unaware of how the testing process itself contributes to the results obtained. The paper reports the results of a test-taking workshop designed to improve college students' testing awareness and test taking skills. An opening section identifies eight steps in the test construction process and discusses item bias and analysis, fairness in grading, and motivations for testing. The second portion of the paper describes a workshop to teach college students test taking skills through a variety of sample activities. Analysis of these activities allow demonstration of the following testing indexes: sensitivity for guessing index, instructional index, discrimination index, and difficulty index. Other testing concepts introduced by examples from the workshop activities include instrument bias, test validity, and interpretation bias. The institutional and social context of test administration and construction is also addressed. A conclusion notes that workshop participants improved their attitudes about tests and appeared to realize the relationship between real effort and improved results. (Contains 29 references.) (JB)

ED 380 407 SP 035 653

Mooney, Timothy
Teachers as Leaders: Hope for the Future.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Agents; Educational Change; Elementary Secondary Education; Futures (of Society); Higher Education; *Leadership; Leadership Qualities; Resistance to Change; Self Concept; Self Evaluation (Individuals); *Teacher Attitudes; Teacher Education; Teacher Improvement; *Teacher Role; Teachers; Teaching Styles
IDENTIFIERS- Reform Efforts

This paper explores teacher roles and advocates a type of teacher leadership that stimulates change and empowers those they lead. Citing changes in visions of leadership in business circles and the many recent attempts to reform education that have met with resistance, the paper notes that teachers, rather than advocating change, are generally resistant to change. The paper argues that if teachers recast themselves as leaders, they would be better able to resist isolation, feel a commitment to their community, and be more professionally active in shaping the education world. The paper cites research on teachers' perceptions of their peers who are leaders which found that such teacher-leaders are hard working and involved with innovation, can motivate students from a variety of abilities, make themselves available to other teachers, and sponsor extracurricular activities for students enthusiastically. The paper urges teachers to set aside the didactic teaching methods of the past and become guides or coaches. Leadership methods must be taught in teacher education courses. It encourages teachers to lay aside their ambivalence about leadership and take seriously their leadership role with their students and their peers. (Contains 18 references.) (JB)

ED 380 408 SP 035 709

PUB DATE- 93
NOTE- 39p.; For numbers 7-12, see ED 360 305-310; for numbers 13-18, see SP 035 789-794.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Foreign Countries; Individual Development; Instructional Development; Journal Writing; Modeling (Psychology); *Personal Narratives; Secondary School Students; Secondary School Teachers; Story Telling; Teaching Methods; Writing (Composition); Writing Assignments; Writing Evaluation; Writing Exercises; Writing Instruction; Writing Skills; Writing Strategies
IDENTIFIERS- Narrative Inquiry; Saskatchewan

This booklet provides practical exploration of the use of narrative in the classroom with students and in teachers' personal and professional development. The various narrative forms are described in boxes throughout the booklet and include letter writing, storytelling, autobiographical accounts and several others. There are four "Your Turn" boxes that lead the reader through construction of a narrative, analysis, and reflection. These model the processes that are suggested for use with students or in professional development. After an introductory section, the first section discusses why a teacher might use narrative in the classroom and in their own professional development. The next section describes the importance of modeling and setting an example for students. A section on using narrative in content areas explains that narrative can summarize knowledge. The next section looks at guiding the construction of narratives and offers several examples of student narratives constructed in different ways. The next section looks at use of narratives for skill development and personal reflection. The following section discusses how to demonstrate that narratives are valued. A section on evaluation urges that evaluation be directly tied to the narrative's purpose. (Contains 22 references.) (JB)

ED 380 425 SP 035 792

Dueck, Gwen
A Slice of Reality through Games, Role Play and Simulation. Instructional Strategies Series No. 16.
PUB DATE- 93
NOTE- 48p.; For numbers 7-12, see ED 360 305-310; for numbers 13-18, see SP 035 789-794.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Classroom Techniques; *Educational Games; Educational Planning; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; Experiential Learning; Foreign Countries; Learning Activities; Learning Strategies; Participation; Role Playing; Secondary School Students; Secondary School Teachers; *Simulation; Student Role; Teacher Developed Materials; Teacher Role; Teaching Methods
IDENTIFIERS- Reflective Thinking; Saskatchewan

This booklet is a practical guide to the use of games, role play, and simulation in the classroom to encourage active learning and increase opportunities for experience and reflection. Basic appeared to experience a high degree of stress, the ACP interns experienced higher stress than student teachers. When the dependent variable (stress) was regressed with the independent variables (conflict and uncertainty, time, children/no children, gender, age, concurrent course load), results indicated that "conflict and uncertainty" was a statistically significant source of stress for both groups. Having children/no children was a statistically significant source of stress for student teachers. (Contains 16 references.) (JDD)

ED 380 444 SP 035 838

Messner, Kyle Ann
Multicultural Infusion in Teacher Education: Teacher Educator Voices.
PUB DATE- 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Pluralism; *Definitions; Elementary Education; Elementary School Teachers; Higher Education; Interviews; *Multicultural Education; *Preservice Teacher Education; Schools of Education; State Universities; *Teacher Attitudes; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- *Diversity (Student)

Twenty professors who teach courses required for elementary certification at two state universities in southwestern United States were interviewed regarding the preparation of preservice teachers for diversity in classrooms, using a semistructured interview protocol. Transcripts of the interviews were reviewed, looking for definitions of multiculturalism, approaches to multicultural education, and the referent groups included in definitions. Interview data were also analyzed inductively using open coding. Four assertions emerged from the data: (1) multiculturalism may be included in the curriculum under a different term or through the use of different language; (2) when teacher educators address multiculturalism, the referent groups which they include in their coursework reflect the diversity of the local area; (3) teacher educators address multiculturalism from various levels of involvement; and (4) there appears to be a perception that multiculturalism stands for difference only. Teacher educators' perceptions of multiculturalism were global and reflected a human relations approach to multiculturalism, which includes looking at similarities and differences, getting to know oneself, and addressing stereotypes and prejudices. The interview protocol is appended. (Contains 44 references.) (JDD)

ED 380 445 SP 035 839

Koskela, Ruth; Ganser, Tom
Exploring the Role of Cooperating Teacher in Relationship to Personal Career Development.
PUB DATE- 20 Feb 95
NOTE- 43p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

the items that emerged in the third week of student teaching but disappeared by the ninth week, and on most of the items that emerged in the third week and continued into the ninth week, the cooperating teachers had a more favorable attitude about performance than did the student teachers themselves. Only differences that emerged for the first time at the end of the semester posed a threat to the student teacher/cooperating teacher relationship. Includes six tables. (JB)

ED 380 462 SP 035 864

Marcelo, Carlos
An Overview of the Spanish Educational Reform and Teachers' Work.
PUB DATE- 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Cooperation; *Curriculum Design; Decision Making; Democracy; *Educational Change; *Educational Legislation; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Institutional Autonomy; Instructional Leadership; Personal Autonomy; Political Influences; *Politics of Education; Principals; Secondary School Teachers; *Teacher Role
IDENTIFIERS- Professionalization of Teaching; *Reform Efforts; *Spain

This paper describes the general features of educational reform in Spain that emphasize increased school autonomy and teacher collaboration and professionalization and have been initiated since 1978 when a new constitution was democratically approved. The first section which offers background to the reforms describes the general impact of the new constitution, general education law from 1979 to 1990, and incorporation into the European Community in 1986. The second section looks at teachers in Spain and their generally low social and historical status and the challenges to teacher professionalization. The education reform's aims and structure are described as being for personal education, parent participation, equity between the sexes, development of critical and creative capacities, encouragement of democratic habits, school autonomy, and professional development for teachers. The current curriculum development is described as coherent with a tradition of centralization of curricular decisions. The next section describes the new requirement that teachers in schools collaborate to specify and complement the curriculum through a curricular project. This requirement is a new and challenging demand for teachers who have traditionally worked in isolation. A discussion of school leadership under reform describes principals' election by local school boards and the effects of this change. A final section discusses the changing concept of the teacher under reform. Contains 12 references. (JB)

ED 380 463 SP 035 865

Broadfoot, Patricia; And Others
Teachers and Educational Reforms: Teachers' Response to Policy Changes in England and France.
PUB DATE- 11 Sep 94
NOTE- 16p.; Responses of teachers in France are in French (not translated). Paper presented at the Annual Meeting of the

a simulation of realism. The primary distinction between traditional testing methods and authentic assessment is the choice of question format. Certain segments of the educational community have called for a move from the multiple-choice format to question formats considered to reflect higher-order cognitive processes more accurately. This has resulted in the development or adoption of a broad range of formats, including standardized patient, audio-visual context setting, computer-based problem solving, multiple choice with justification, latent image, performance, and portfolio. Two figures illustrate the discussion. (Contains 30 references.) (Author/SLD)

ED 380 484 TM 022 803

Jones, Russell W.
Meaningful Reporting Practices To Benefit Instruction: Disseminating the Rich Results of Performance and Open-Ended Assessments.
SPONS. AGENCY- Boston Foundation, MA.; Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diffusion (Communication); *Educational Assessment; Educational Research; Elementary Secondary Education; *Feedback; *Information Dissemination; Interaction; *Research Reports; *Test Interpretation
IDENTIFIERS- Alternative Assessment; *Performance Based Evaluation; *Urban District Assessment Consortium

The quantity of information obtained by performance assessments, compared to traditional testing methods, not only offers the potential for a great deal more feedback to educators, students, parents, and policy makers, but also presents educational personnel with the additional challenge of developing new techniques for effectively disseminating this information. One of the strengths of the Urban District Assessment Consortium (UDAC) project is a commitment to a close interactive relationship among researchers, schools, and the public. This commitment includes the development and implementation of strategies for the rapid and effective dissemination of research findings to students, teachers, school administrators, parents, and other interested community members. Moreover, UDAC reporting techniques strive for a two-way interaction between educators and UDAC personnel while utilizing a user-friendly, succinct, meaningful, yet simple, format. This paper describes successful reporting strategies developed or adapted by UDAC to communicate results of assessment administrations effectively. A typical UDAC report is described and discussed. The paper concludes with a set of recommendations for reporting practices for alternative/performance assessment programs. Includes two figures and three tables. (Contains 6 reference.) (Author/SLD)

ED 380 485 TM 022 808

Ochoa, Alberto M.
El Congreso: Program Improvement Project, Evaluation Report YR 2.

*Educational Technology; Electronics; Feedback; *Futures (of Society); Licensing Examinations (Professions); *Test Construction; Test Format; Test Interpretation
IDENTIFIERS- *Infrastructure

The Educational Testing Service is moving rapidly to computerize its tests for admissions to postsecondary education and occupational licensure/certification. Computerized tests offer important advantages, including immediate score reporting, the convenience of testing when the examinee wishes, and for adaptive tests, equal accuracy throughout the score scale and a shorter test with no loss in measurement proficiency. There is much more that technology can achieve, however. This paper describes an electronic infrastructure for integrating the best of traditional testing approaches with new technology. This multiorganizational infrastructure has the potential to help assessment contribute more positively to learning and decision making. It can do this by making it easier to deliver tests that employ performance tasks, include important skills not well-measured by current examinations, sample behavior frequently over a student's school career, and give instructionally useful feedback to individuals. (Contains 17 references.) (Author)

ED 380 506 TM 022 873

Hanson, Bradley A.; And Others
A Comparison of Presmoothing and Postsmoothing Methods in Equipercentile Equating. ACT Research Report Series 94-4.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Equated Scores; Error of Measurement; *Estimation (Mathematics); Monte Carlo Methods; *Population Distribution; Scoring; Test Interpretation
IDENTIFIERS- Beta Binomial Test Model; Binomials; *Equipercentile Equating; Linear Equating Method; Log Linear Models; *Smoothing Methods

This paper compares various methods of smoothed equipercentile equating and linear equating in the random groups equating design. Three presmoothing methods (based on the beta binomial model, four-parameter beta binomial model and a log-linear model) are compared to postsmoothing using cubic splines, linear equating and unsmoothed equipercentile equating. Performance of these methods is evaluated by specifying several pairs of population distributions and estimating the equating error by Monte Carlo methods. The results indicate that both presmoothing and postsmoothing methods can improve estimation of the equipercentile equating function and that presmoothing and postsmoothing methods provide comparable levels of performance in terms of equating error. (Contains 13 references, 7 tables, and 15 figures.) (Author)

ED 380 507 TM 022 874

Hester, Yvette
Least Squares Procedures.
PUB DATE- Jan 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Student Participation" notes that determining how community participation can best benefit disadvantaged children requires thoughtful study of the factors that make meaningful differences. "Success for All Includes Limited English Proficient Children" describes the "Success for All" program of the Francis Scott Key Elementary School in Philadelphia (Pennsylvania). "Progress Grades and Written Comments Linked to Less Retention and Estimated Dropout" and "Review of Educational Adaptation of Immigrant Children Finds Diversity among and between Groups" highlight other efforts by the Center. (SLD)

ED 380 527 UD 030 337

Nash, John B.; Calderon, Margarita
Principals' Perceptions of Community in Low Performing Campuses in Minority Settings.
PUB DATE- Oct 94
NOTE- 25p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Community; Decision Making; Disadvantaged Youth; Educational Change; Educational Planning; Educational Policy; Elementary Education; *Hispanic Americans; *Low Achievement; *Minority Groups; *Principals; School Based Management; Staff Development
IDENTIFIERS- *High Stakes Tests; Reform Efforts; *Texas

Using its Academic Excellence Indicator System, Texas has labeled some schools as low performers, giving them a "Priority One" rating for improvement. Principals of low-performing campuses were interviewed to assess the condition of these campuses as communities of learners working to remove the Priority One label. All of the 6 subject schools have 93 to 97 percent Hispanic American enrollment, and all are under heavy state and public scrutiny. Interviews with principals suggest that these schools have succumbed to ineffective staff development plans, and that, although lip service is given to site-based decision making, decision making usually does not seem linked to a coherent and focused plan. Overall, principals know what they would like to do to improve the schools, but are restricted by a crisis mentality typical of situations where high-stakes testing has an impact on local educational policy. Ultimately, responsibility for school change rests with the school community. Pedagogically based community, rather than crisis mentality, will result in successful implementation of change. Two tables summarize findings. (Contains 10 references.) (SLD)

ED 380 528 UD 030 338

An, Chong-Bum; And Others
Teen Out-of-Wedlock Births and Welfare Receipt: The Role of Childhood Events and Economic Circumstances. Institute for Research on Poverty Discussion Paper No. 944-91.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Apr 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

emphasis placed on involving stakeholders in systemic change efforts. Typically, community participation has taken the form of seeking "buy-in" of parents and community members. The shape of the new systems that are being designed by current restructuring teams will be determined largely by the makeup of the team itself. Where multiple perspectives are represented, the team must grapple with diversity but the product will be more likely to represent the views of many instead of a select group. After an exploration of the relevant literature on systemic change, community participation, race, gender, and class, this paper examines membership patterns exhibited in six middle schools seeking to increase parental and community participation. The study found that minority and father populations were underrepresented and drew implications for the impact of this lack of balance on school design teams. There was in this study a pervasive lack of racial, gender, and class balance in school change team membership and participation. Further understanding of non-participating populations and research focusing on that question should be undertaken. Those empowered teams that already exist should be studied for patterns of participation, patterns of attrition, and similarities across resultant designs coming from teams of similar makeup. Contains 39 references. (Author/DK)

ED 380 348   SO 024 237

Smith, J. Lea; Rhodes, John W.
Exploring Female Representation in Current Adolescent Literature.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescent Development; *Adolescent Literature; Characterization; *Content Analysis; *Females; *Literary Criticism; *Literature Reviews; Secondary Education; Sex Role; Sex Stereotypes; *Socialization

This descriptive study analyzed the portrayal of females as protagonists in adolescent literature published 1989-1993. A review of literature showed that 85 percent of main characters in stories for young children were male and that sexism still existed in books for young people. For this study the literature survey instrument used in the initial 25 texts is presented, as well as discussion on qualitative sampling. Sixty volunteer graduate student/teachers collected data; 5 were male and 55 female. Some reported difficulty in making judgments on the personality characteristics of the female protagonists. The findings conclude 35-50% of the literature involved female protagonists and both male and female support characters typified the common stereotypes. Female protagonists, though not infrequently appearing in literature, were rarely portrayed beyond their stereotypic, traditional roles. (EH)

ED 380 349   SO 024 240

Abraham, Daniel R.
An Opinion Survey: Do Tenth Graders Have a Better Perception of Global Maps than Ninth Grade Students?
PUB DATE- 93
NOTE- 41p.

of approximately two pages each. These cover people who are just coming to public attention. To provide easy access to entries, each issue contains four different indexes. This volume includes profiles of: Marian Anderson, Bruce Babbitt, Mayim Bialik, Benjamin Chavis, Connie Chung, Rita Dove, Daisy Fuentes, Ruth Bader Ginsburg, Melissa Joan Hart, Geoff Hooper, Toni Morrison, Greg Norman, Severo Ochoa, Elizabeth Pine, Jonas Salk, Steven Spielberg, Patrick Stewart, Steve Young, Kim Zmeskal, F. W. de Klerk, Linda Ellerbee, Sergei Fedorov, Whoopi Goldberg, Whitney Houston, Will Smith, Barbara Walters, and Yasir Arafat. (DK)

ED 380 368 SO 024 626

Walstad, William B.
High School Economics in an International Perspective: Implications for Economic Education in Russia.
PUB DATE- Mar 94
NOTE- 26p.; Paper presented at an International, Moscow State University Conference on "Present and Future of Economic Education in Russia" (Moscow, Russia, April 26-28, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Change; *Economic Development; *Economic Impact; Economic Opportunities; Economic Progress; Economic Research; *Economics; *Economics Education; Foreign Countries; High Schools; *Secondary School Curriculum
IDENTIFIERS- *Russia

This study presents an analysis of economics instruction for high school students in various nations in the world and a rationale for economics instruction in Russia to develop a market-oriented economy. The development of the present economic curriculum in the United States is traced and the "Framework for Teaching Economics" (1977), used as the model for most economic instruction is discussed. For the Russians to develop their economic curriculum, they must first develop a working definition of economics education for the high school. Suggested steps in developing an effective economics program include: (1) key groups, such as Russian economists, high school educators, business leaders, politicians, and others, making a strong case for economics in the curriculum; (2) key economic concepts and ideas being identified for instruction; (3) ways for handling controversies in economic content that affect curricular and teaching decisions; (4) students taking a separate course in economics at different grades; (5) students being tested by a Russian test of economic understanding; and (6) undertaking further research in Russia to improve economic education at the high school level. Brief descriptions of economic education practices are described for the United States, Australia, Germany, Austria, Japan and Korea. Research analysis focuses on the lasting effects of economic instruction, the infusion approach to economics instruction, the amount of teacher education and preparation for teaching economics, and the new developments in technology and pedagogy. (EH)

ED 380 369 SO 024 631

Hilke, Eileen Veronica; Conway-Gerhardt, Carol
Gender Equity in Education. Fastback 372.
PUB DATE- 94
NOTE- 36p.

the school. Dissatisfaction was expressed in areas of school safety, classroom discipline, and length of the school day. Recommendations for improvement include: (1) making the eight-period day more appealing by making classes more difficult; (2) making efforts to improve student feelings of safety and strengthening discipline in the classroom; (3) addressing issues of school organization, atmosphere, attendance, and communication among staff; (4) improving the academic programs; and (5) improving timelines of communication from the school. The document includes 10 tables of statistical evaluation data, and 4 graphs. Appendix B concludes the document with tables of student, parent, and teacher perceptions for spring 1990, 1991, and 1992. (MM)

ED 380 388   SO 024 804

Farr, Sam
Visual and Performing Arts: Restoring the Balance.
PUB DATE- May 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Education; Core Curriculum; Curriculum Development; Educational Improvement; *Educational Legislation; Educational Needs; Elementary Secondary Education; Equal Education; *Fine Arts; Music Education; Postsecondary Education; Program Improvement; School Community Relationship; State School District Relationship; State Standards; Theater Arts; Visual Arts
IDENTIFIERS- California State Department of Education

This Speaker's Task Force on Arts Education report indicates that arts programs in California schools are on the decline. A drop in student enrollment in the arts and school expenditures for the arts is exacerbated by budget crises that result in cuts to existing art programs. Although a general lack of comprehensive and integrated arts education programs has fostered a rise in community-developed programs in some areas, poorer districts have little access to visual and performing arts classes or programs. The Task Force presents four goals for visual and performing arts education in California: (1) Every student should have equal access to instruction in the visual and performing arts, grades K-12; (2) Students should be required to have instruction and experience in both elementary and high school; (3) California should assure that districts have funds from all sources in amounts that provide students with access to instruction and experiences in the visual and performing arts; and (4) The quality of visual and performing arts programs in terms of teacher qualifications and subject content should be equal to instruction in other basis subject areas. To achieve these goals the task force offers recommendations for legislative review and action which include: (1) stipulation that arts education be a required course of study of all students from kindergarten through secondary level; (2) elimination of the option of pursuing other subject matters in lieu of art education; (3) establishment of a State Department of Education Council on Arts Education; (4) mandating local school districts to work with the state to develop and implement a plan for a comprehensive and balanced visual and performing arts education program; (5) directing a review of expenditures for visual and performing arts education and comparing these expenditures with other core subject areas; (6) directing a review of teacher preparation at the postsecondary

Spatig, Linda
Student Teaching as Social Reproduction: An Appalachian Ethnography. Draft.
PUB DATE- 7 Apr 94
NOTE- 42p.; Paper presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 4-8, 1994). Contains a few handwritten corrections.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Theory; Elementary Secondary Education; Ethnography; Higher Education; Personal Narratives; Power Structure; Preservice Teacher Education; Prior Learning; *Social Attitudes; *Social Change; Social Influences; Sociocultural Patterns; *Student Teacher Attitudes; Student Teachers; *Student Teaching; Teacher Characteristics; Teacher Education Curriculum; *Teacher Influence
IDENTIFIERS- *Appalachia; Appalachian Culture; *Appalachian Education

A critical ethnographic study followed six preservice teachers throughout their teacher education program at a medium sized state university in West Virginia. This segment of the study situates their student teaching experience within a broader social context and addresses the ways, as well as the extent to which, the student teachers' experiences either strengthen or challenge prevailing power relations in Appalachia. The student teachers, three male and three female, four elementary and two secondary education majors, were white, native to the Appalachian area, and from relatively poor and undereducated families. The study gathered data from observation of the student teachers and through interviews with them, and with teachers, the university student teaching seminar instructors, and the school-based student teaching supervisors. Analysis of the findings led to the conclusions that these teachers were unlikely to challenge the current social system in which they themselves had achieved some moderate success. The results also suggested that the subjects' student teaching experiences did little to increase their awareness or understanding of social inequalities or of the school's role in maintaining or changing those inequalities. Though the college's official documents stressed the importance of critical reasoning, most formal and informal programmatic messages were the antithesis of critical reasoning--comments made by the student teachers at the end of their program remained fairly superficial and did not seem informed by much reading and thinking about educational issues. Overall the teacher education program focused on the mechanics of teaching; the student teaching experiences, and to a large extent the entire teacher education program, failed to offer a challenge to these prospective teachers' previous understandings of social inequalities. The teacher education program did not encourage the student teachers to play an active role in social reform efforts nor was it oriented to encourage such a response in the student teachers. (Contains 21 references.) (JB)

ED 380 409 SP 035 719

Dinham, Steve
Enhancing the Quality of Teacher Satisfaction.
PUB DATE- Sep 94
NOTE- 22p.; Paper presented at the National Conference of the Australian College of Education (Launceston, Tasmania, Australia, September 28-30, 1994).

principles for use of these techniques are presented and include determining the game objective, planning for progressive learning processes, planning a debriefing session for reporting on the activity, and ensuring participant commitment to the activity. Each of these formats (games, role play, and simulation) is described and suggestions are offered regarding their applications. A section on student roles describes three: participant, observer, and identifier (one who attempt to link themselves with a participant). The next section describes teacher roles which can include explainer, organizer, referee, coach, discussant, thinker, and evaluator. A section on creating and developing activities includes a lesson plan form for planning, observing, and evaluating the activity. This section also suggests steps to follow in planning an activity. (Contains 17 references.) (JB)

ED 380 426   SP 035 793

Black, Debb
Resolving Mysteries: A Guide to Creative Problem Solving. Instructional Strategies Series No. 17.
PUB DATE- 94
NOTE- 43p.; For numbers 7-12, see ED 360 305-310; for numbers 13-18, see SP 035 789-794.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Brainstorming; Case Studies; *Classroom Techniques; Conflict Resolution; *Creative Thinking; Decision Making Skills; Discussion; Elementary Secondary Education; Foreign Countries; *Learning Strategies; Participative Decision Making; Problems; *Problem Solving; Student Role; Teacher Role; Teaching Methods; *Thinking Skills
IDENTIFIERS- Problem Identification; Saskatchewan

This booklet describes a process for creative classroom problem solving that can be adapted to many types of problems. The booklet's five sections correspond to five phases of the problem solving process. Each section begins with a description of the phase and then provides suggestions for using that phase in the classroom. The sections conclude with case studies that illustrate the way a basic problem-solving process can be modified to suit a number of different types of situations. "Your Turn" boxes throughout the booklet will allow the reader to resolve a problem in his or her own life. The five sections address: (1) recognizing that an unresolved situation exists as a first stage of problem solving; (2) identifying the problem; (3) finding solutions including tools for generating ideas, suggestions for when the process gets stuck, and problem solving with students; (4) choosing from among alternatives including identifying criteria, decision making, adapting criteria, and problem solving with students; and (5) taking action such as looking at the results of the action and working with students in this phase. (Contains 20 references.) (JB)

ED 380 427   SP 035 794

Mills, Sheryl
Integrating the Pieces. Instructional Strategies Series No. 18.
PUB DATE- 94
NOTE- 58p.; For numbers 7-12, see ED 360 305-310; for numbers 13-18, see SP 035 789-794.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Development; *Cooperating Teachers; Elementary School Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Professional Development; Questionnaires; Secondary School Teachers; Student Teaching; *Teacher Attitudes; *Teacher Role; *Teacher Student Relationship

This study, based on a survey of 302 cooperating teachers, investigated what cooperating teachers learn about themselves when working with student teachers, the impact of serving as a cooperating teacher on one's personal career path, satisfying or problematic features of the role of cooperating teacher, and contributions that cooperating teachers make to their profession. Cooperating teachers recognized their importance and influence over student teachers. They saw themselves as adequately prepared to serve as cooperating teachers, found serving as a cooperating teacher to be personally satisfying, and felt it to be a positive professional development experience. They were a little less inclined to view teacher education students as being prepared to benefit from their experience and they were less inclined to report adequate support by university supervisors in their work. Cooperating teachers viewed their role as mainly one of directing student teachers and facilitating growth. More cooperating teachers looked forward to receiving ideas and information from the student teachers than to giving ideas and information. Some cooperating teachers expressed uncertainty about their role and, to a lesser extent, the role of the university. The survey form is appended. (Contains 40 references.) (JDD)

ED 380 446 SP 035 840

Ovando, Martha N.
Effects of Teachers' Leadership on Their Teaching Practices.
PUB DATE- Oct 94
NOTE- 23p.; Paper presented at the Annual Conference of the University Council of Educational Administration (Philadelphia, PA, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Practices; Educational Research; Elementary Secondary Education; Higher Education; *Instructional Development; *Leadership; Leadership Training; *Participative Decision Making; *School Based Management; *Teacher Participation; *Teacher Role; Time Management

This study explored the extent to which teachers' participation in leadership and decision making affects their teaching practices, particularly their planning and delivering of instruction. The study involved an open-ended survey of 25 teacher leaders in a school district in central Texas, which was a school-based management site that had incorporated a Peer Assisted Leadership and Support component. Findings are presented according to the following themes: time frame of performance, need for leadership preparation, effect of teacher leadership on teaching practice, and satisfaction with dual roles. Findings reveal that teacher leaders perform their leadership duties at a variety of times in an effort to protect their classroom teaching and seem to use the time they normally spend in planning and conferencing, as well as their own personal time. While findings reveal that most teachers enjoy

British Educational Research Association (Oxford, England, United Kingdom, September 8-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Education; *Educational Change; *Educational Policy; Elementary Education; Elementary School Teachers; Foreign Countries; *Teacher Attitudes; Teacher Behavior; *Teacher Improvement; *Teacher Response; Teaching Styles
IDENTIFIERS- England; France; Primary Assessment Curric Exper (Great Britain); Professional Identity; *Reform Efforts

This paper assesses how French and English elementary school teachers have responded to broad, radical educational policy changes affecting individual teachers and schools. The paper uses findings from two linked studies, the Primary Assessment Curriculum and Experience (PACE) project in England and the Primary Teachers and Policy Change (STEP) project in France, and compares them with base-line data collected as part of the BRISTAIX project in both countries between 1984 and 1987 before the reforms took place. Since reform in France was towards more decentralization and reform in England was towards much greater central control, the paper provides comparative insights into teachers' reactions to imposed changes which challenge their professional assumptions. The analysis concludes that despite some important differences between French and English teachers, for both sets of teachers the reality of change lies not in the adoption of particular pedagogic approaches or working practices but in the more gradual process of evolution in professional ideology itself. In particular teachers have clear but potentially rather different professional ideologies which inform their work. Such teachers' ideologies change over time, and while some change in ideologies is likely to be the result of policy changes, this is likely to be less significant than evolving professional judgment concerning priorities. (JB)

ED 380 464 SP 035 888

Pasch, Marvin; And Others
Teaching as Decision Making: Successful Practices for the Elementary Teacher. Second Edition.
PUB DATE- 95
NOTE- 373p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; Constructivism (Learning); *Curriculum Development; *Decision Making; *Educational Practices; Elementary Education; *Evaluative Thinking; Higher Education; *Instructional Design; Lesson Plans; Preservice Teacher Education; Teaching Methods; Textbooks
IDENTIFIERS- Preservice Teachers; *Reflective Inquiry

This book provides preservice elementary school teachers with comprehensive coverage of the major themes, issues, concepts, and skill areas involved in planning, implementing, and evaluating instruction. The volume begins with a model for reflective decision making. Then, the process of analyzing and selecting content, outcomes, and assessments for a consumer education interdisciplinary unit is presented and explained. The next chapters establish a knowledge base about student characteristics (learning styles and cultural background),

Region IX Migrant Education.
PUB DATE- 30 Sep 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Bilingual Education; High Schools; High School Students; *Leadership Training; *Migrant Youth; Program Evaluation; *Program Improvement; Role Models; *Student Attitudes; *Youth Programs
IDENTIFIERS- *El Congreso CA

The program "El Congreso" is a leadership development project that is designed to help migrant students become effective role models for their peers and gangs in their communities. The focus is not on remediation, but on enhancement of the migrant student's academic and social strengths. It is hoped that El Congreso students will show an increase in graduation rate, improve their academic achievement, increase enrollment in postsecondary education, develop a cadre of leadership models, and increase awareness of the need for bilingual teachers. This evaluation indicates that over 600 students from 16 school districts have participated through the program's second year. In that year, more than 16 activities, including student planning meetings and conferences and staff training, were implemented. Evaluation results indicated student growth in development of leadership skills and positive attitudes. Student involvement in planning and skill development has been evident. Improvement of direct services and better record keeping are among the recommendations for program improvement. Eight appendixes present the survey instruments and evaluation findings in table form. (Contains 6 references.) (SLD)

ED 380 486 TM 022 810

Bandeira de Mello, Victor; Sietsema, John P.
State Profiles of Public Elementary and Secondary Education, 1991-1992. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 494p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Expenditures; Financial Support; Income; *Institutional Characteristics; *Profiles; *Public Schools; School Personnel; School Size; *State Norms; State Surveys; *Student Characteristics
IDENTIFIERS- *United States Territories

Summary data on the general characteristics, fiscal revenues and expenditures, educational agency and school numbers and sizes, and students and staff for each state, the District of Columbia, and the five outlying areas (American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands) are presented. Factors for which data are reported are those usually needed for a thumbnail sketch of the resources, needs, organization, and special characteristics of education within a state. The report is divided into the U.S. profile, rankings of the states, and profiles of states and outlying areas presented alphabetically. Each profile presents: (1) general characteristics; (2) fiscal information; (3)

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Goodness of Fit; *Least Squares Statistics; *Matrices; *Regression (Statistics)
IDENTIFIERS- Nonlinear Models; *Parametric Analysis

Least squares methods are sophisticated mathematical curve fitting procedures used in all classical parametric methods. The linear least squares approximation is most often associated with finding the "line of best fit" or the regression line. Since all statistical analyses are correlational and all classical parametric methods are least square procedures, it becomes imperative to understand just what the least squares procedure is and how it works. This paper illustrates the least squares procedure, starting with one independent variable and one dependent variable and generalizes to "n" independent variables with vector and matrix notation. Graphical representations and small heuristic examples are given. A brief generalization to nonlinear squares is presented. (Three tables and three figures illustrate the analysis. An appendix gives software commands for analysis. Contains 3 references.) (Author)

ED 380 508 TM 022 875

Davis, Wesley
Alternative Assessment: Facts and Opinions.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cost Effectiveness; *Educational Assessment; Educational Change; Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Literature Reviews; Norm Referenced Tests; *Opinions; Standardized Tests; *Student Evaluation; Teacher Role; *Test Construction; Test Use
IDENTIFIERS- *Alternative Assessment; Large Scale Programs

An attempt is made to separate facts from opinions based on review of a representative sample of contemporary writings on alternative assessment. A summary listing of 15 statements perceived to be factual is offered, followed by opinions of the author. These items cover: (1) the historical background and origins of alternative assessments; (2) their current intent, focus, and emphasis; (3) their technical problems and limitations; (4) the potential impact for change these procedures may have on instruction and student-teacher relationships; (5) other possible consequences of changes; (6) the expanded role of teachers in implementation; (7) the most significant contribution alternative assessment might make for students; and (8) projected cost factors. It is suggested that changing the instructional process for the better may well be the major contribution of alternative assessment. Large-scale norm-referenced standardized tests are here to stay, and cost factors may mean that alternative assessments are most useful in the individual classroom. One table summarizes facts about alternative assessment. (Contains 44 references.) (SLD)

ED 380 509 TM 022 878

Facione, Noreen C.; Facione, Peter A.
The "California Critical Thinking Skills Test" and the National League for Nursing Accreditation Requirement in Critical Thinking.
PUB DATE- 94
NOTE- 14p.

DESCRIPTORS- *Adolescents; *Children; Disadvantaged Youth; Economic Factors; Family Characteristics; Fatherless Family; *Illegitimate Births; Individual Characteristics; Life Events; Longitudinal Studies; Mothers; *One Parent Family; *Welfare Recipients

Using 20 years of longitudinal data on nearly 900 children aged 0 to 6 in 1968 (19 to 25 in 1987) from the University of Michigan's Panel Study of Income Dynamics, the authors measure the influence of family background, individual characteristics, economic resources (or the lack thereof), and the experience of particular disruptive family events on the probability that a teenager will give birth out of wedlock and subsequently apply for and receive welfare. The prior welfare participation of a teenage daughter's mother is an important focus in the analysis, which employs a bivariate probit model. Among the many findings of the investigators is that teenage daughters whose mothers have more education are less likely to give birth out of wedlock, that teens whose mothers received welfare are more likely to give birth out of wedlock and receive welfare themselves, and that teens who grew up in a home experiencing stressful events (e.g. parental separation, geographic moves) are more likely to give birth order of wedlock. (Contains 3 tables and 22 references.) (Author)

ED 380 529 UD 030 339

Center Seeks To Improve Education for Disadvantaged Students.
PUB DATE- Apr 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Bilingual Education; *Cooperative Learning; *Disadvantaged Youth; Educational Change; *Educational Research; Elementary Secondary Education; Ethnic Groups; Minority Groups; *Reading Achievement; Research Utilization; *Track System (Education)
IDENTIFIERS- *Center for Res Effective Secondary Disadvant Stu; Language Minorities; *Success for All Program; Texas

This collection of descriptions of research at the Center for Research on Effective Schooling for Disadvantaged Students opens with "Center Seeks To Improve Education for Disadvantaged Students," a discussion of the mission of the Center to improve schooling for the disadvantaged through new knowledge and practices produced by rigorous scientific study and evaluation. Projects are outlined in the fields of early education, elementary education, and middle school and high school grades. "Tracking: Obsolete System Still Dominates School Organization" reviews recent research on tracking and ability grouping that shows disturbing trends in tracking and adverse effects on various minority and ethnic populations. "Second Year 'Success for All' Shows Large Reading Gains" follows the impressive reading achievement gains provided for disadvantaged students by the Success for All program at an elementary school in Baltimore (Maryland). "Success for All: The Research-Based Program Elements" provides additional details about the successful program. "Cooperative Learning for Language Minority Students" describes a bilingual program in Texas. "Racing against Catastrophe" reviews perspectives on disadvantaged students and school restructuring. (SLD)

ED 380 530 UD 030 340

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aptitude; Age Differences; Educational Research; *Geography Instruction; *Grade 9; *Grade 10; High Schools; *High School Students; Maps; *Map Skills; Social Studies; Student Attitudes; Surveys

This paper describes a study of students' abilities to read and understand maps that are essential for understanding how geographical factors played in shaping a country's history. The maps help to: (1) relay location of countries; (2) demonstrate changes in the geographical boundaries caused by historical events; and (3) elevate the students' cognitive skills by relating maps to historical changes. Geographic location has been the most significant factor in shaping the historical destiny of nations. The study used a survey map study and three survey questionnaires. The first survey questionnaire tested the students' global knowledge of the maps by asking them to identify each country's location around the world. The places in the questionnaire, selected for identification by the students, were based upon countries that had historical, political, or economic ties to the United States. The second survey consisted of two questionnaires divided into the areas of study that the students had covered in two classes, a 10th grade social studies course that focused on the history of modern Western Europe, and a ninth grade course on the history of Asian countries. The last opinion survey tested cognitive geographic skills in map identification. The survey questionnaire was used to: (1) ask the students' opinions as to which global issue they regarded as most important to them; (2) see if they could identify properly the country with the most important issue they selected; and (3) list the reasons why the issue was important to them and their future. Results showed that 10th grade students did better on all three identifications than the ninth grade students. (DK)

ED 380 350 SO 024 242

Lockwood, John H.
The Unity in Dewey's Aesthetics and Logic.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetics; *Aesthetic Values; *Cognitive Processes; *Critical Thinking; Foundations of Education; Logic; Philosophy; Pragmatics; Reflective Teaching
IDENTIFIERS- Dewey (John)

The essay explores the common threads that wove through John Dewey's "Art as Experience" and "Logic: The Theory of Inquiry" (published 1934 and 1938 respectively). Both works were parts of a system of ideas, not isolated books as some critics suggest. In order to show that there is a common basis for Dewey's two books, literature that has surfaced since 1938 is reviewed. This literature shows how Dewey's theory of aesthetics (in "Art") was received. The essay then goes on to present and analyze some commentaries on "Logic." Dewey built aesthetic appreciation into the experience of the individual; he then attempted to analyze that experience as part of a social network. In the inquiry process, beliefs would be refined and defined as the individual encountered others with

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; Elementary Secondary Education; Equal Protection; Higher Education; *Sex Bias; Sex Differences; Sex Discrimination; *Sex Fairness; Sexism in Language; *Sex Stereotypes; Sexual Harassment; Social Bias; Tokenism

This position paper argues that sex discrimination still exists in education although Title IX legislation in 1972 and other subsequent legislation prohibits sex discrimination in educational programs that receive federal funds. Greater awareness of gender issues is needed along with an understanding of strategies for change. The Fastback offers a cyclical model for eliminating gender inequity, incorporating the stages of: (1) awareness; (2) analysis; (3) action; and (4) assessment. Strategies that various key individuals and responsible groups can implement to make a positive difference for both sexes, but particularly for girls and women, are described. Research on the topic is analyzed focusing on the key concerns of: (1) low self-esteem; (2) low academic achievement; and (3) low aspirations or limited educational and career goals for a high percentage of females. Recommendations for curricular considerations and teacher education are included. (EH)

ED 380 370 SO 024 632

Wishnietsky, Dan H.
Establishing School Policies on Sexual Harassment. Fastback 370.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Emotional Abuse; *Equal Education; Equal Protection; Higher Education; Justice; *Sex Bias; *Sex Discrimination; *Sex Fairness; Sex Stereotypes; Sexual Abuse; *Sexual Harassment

This position paper asserts that sexual harassment in educational settings constitutes a serious problem and is on the increase, if the number of court cases involving alleged incidents of harassment in education is any indicator. Members of the academic community appear reluctant to confront incidents of sexual harassment and develop proactive policies to eliminate sexual harassment from the schools. A historical perspective of the development of this complex social problem is outlined. In earlier times women were regarded as possessions, with little social freedom. The adoption of Title VII of the Civil Rights Act of 1964 granted equal employment rights to women. Title IX of the 1972 Education Amendments threatened educational institutions with the possible loss of federal funding if they did not take steps to prevent discrimination; sexual harassment being defined as a form of discrimination. The 1980 Equal Opportunity Commission guidelines reflect the Title IX definition of sexual harassment. Research on the topic shows that sexual harassment is a continuing and increasing problem in secondary and postsecondary institutions, among women primarily, but also among males. Landmark legal cases involving the issue of sexual harassment are reviewed, with suggestions on models and procedures for establishing written policies for educational institutions. Prevention program models also are discussed. (EH) level to examine preparation for art teaching and requiring arts education as credentialing requirement for all teachers; (7) allocating resources to strengthen community-based arts resources; and (8) acknowledging course study, grades, and achievement in arts education as a qualifying factor in admissions requirements to the University of California and California State University. (MM)

ED 380 389 SO 024 812

Rossi, John Allen
The Practice of In-Depth Study in an Issues-Oriented Social Studies Classroom.
PUB DATE- Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Educational Research; Secondary Education; *Social Studies; *Teaching Methods
IDENTIFIERS- *Issue Centered Education; *Issues Approach

This paper describes research that sought to merge the definition of in-depth study and its theoretical underpinnings with the reality of classroom practice. It describes and analyzes one high school public issues class where single topics were developed in depth. The research seeks to answer the question: What does in-depth study look like in practice? In particular, it explores three questions: (1) How and why is knowledge selected, organized, and utilized in the depth classroom, and what meaning do students give it? (2) What is the nature of the social interaction in the classroom, and what meaning do students give it? and (3) What practical teaching dilemmas do teachers face in the everyday practice of in-depth study? Four common characteristics of in-depth study are identified: (1) use of knowledge that is complex, thick, and divergent about a single topic, concept, or event using sources that range beyond the textbook; (2) focus on essential and authentic issues or questions that contain elements of ambiguity, doubt, or controversy; (3) a spirit of inquiry that provides opportunities, support, and assessment mechanisms for students to manipulate ideas in ways that transform their meaning; and (4) sustained time on a single topic, concept, or event. In terms of theory, the research confirms the notion that thinking about and understanding knowledge depend on: (1) its organization around key ideas; (2) a functional base where the learner uses knowledge to solve problems; and (3) a social setting where the learner interacts with teachers and students. (DK)

ED 380 390 SO 024 813

French, Russell L., Comp.; Thaller, Eva A., Comp.
A Bibliography on the Conservative Christian Movement and Public Schools in the Last Decade.
PUB DATE- Sep 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Freedom; *Censorship; Civil Liberties; Culture Conflict; Elementary Secondary Education; Freedom of Information; *Intellectual Freedom; Moral Development; *Moral

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Elementary School Teachers; Elementary Secondary Education; Employer Employee Relationship; Foreign Countries; Interviews; *Job Satisfaction; *Quality of Working Life; Secondary School Teachers; *Teacher Attitudes; Teacher Student Relationship; Work Environment
IDENTIFIERS- *Australia (New South Wales)

A review of literature and interviews with 57 teachers were conducted to determine general measures and specific strategies to improve teacher satisfaction and reduce teacher dissatisfaction. The 57 interviewees were teachers who had resigned from the New South Wales (Australia) Department of School Education in 1991. The interviews revealed that the teachers' greatest source of satisfaction was clearly pupil achievement. Other sources of satisfaction were changing pupil behavior and attitudes; recognition from others; self-growth and the mastery of subject content and teaching skills; and good relationships with students, parents, and other teachers. Sources of dissatisfaction included changes in educational policy and procedures instituted in the late 1980s and early 1990s, relationships with superiors and the Department of School Education, large class sizes, lack of resources, and lack of respect from children and society. These findings indicate that dissatisfaction tended to be school and system centered and related more to school structure or administration, while sources of satisfaction were more human and affective in nature. The factors responsible for teacher satisfaction and dissatisfaction varied with gender, experience, and position held. Factors were largely mutually exclusive and, thus, separate measures need to be implemented to address each. Fourteen strategies for enhancing teacher satisfaction and reducing dissatisfaction are proposed. (Contains 18 references.) (JDD)

ED 380 410 SP 035 736

Ostapczuk, Edward D.
The Status of Hand Held Calculators in Secondary Mathematics: An Examination of Issues and Uses in the Classroom throughout the Mid-Hudson Valley Region.
PUB DATE- Dec 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Calculators; Educational Media; High Schools; Inservice Teacher Education; *Mathematics Instruction; *Mathematics Teachers; Principals; School Policy; *Secondary School Mathematics; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Hudson Valley; National Council of Teachers of Mathematics; New York (Upstate)

In light of research findings on how calculators can enhance mathematics learning, this study investigated the uses of hand held, non-programmable, scientific calculators in secondary mathematics education throughout the Mid-Hudson Valley (New York). The study gathered data from 18 high school principals and 25 mathematics teachers in 32 school districts. The survey examined calculator usage and was based on the National Council of Teachers of Mathematic's (NCTM) position statement on

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Cognitive Style; Educational Assessment; Educational Objectives; *Educational Planning; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Instructional Development; Instructional Improvement; *Integrated Activities; Integrated Curriculum; Learning Activities; *Lesson Plans; Student Needs; *Teaching Methods
IDENTIFIERS- Saskatchewan

This booklet is designed to help teachers integrate curriculum, strategies, evaluation, and learners' needs within the context of the larger education picture and to encourage teachers to revisit the fundamentals of education in light of professional teaching experience. The booklet includes places for the reader to record his/her own thoughts and a chance to develop a unit or lesson plan to use with students. An early chapter offers a chance at personal reflection on professional habits of planning. The next section looks at factors that influence instruction such as classroom management and environment. A section on objectives and goals defines six types of curriculum objectives. A section on choosing strategies reviews options, offers teaching strategies summary charts, and discusses lesson plans. The next section looks at assessment in the light of objectives. A section on making it all come together discusses environment and learning styles. The next section looks at planning and considers different stages and types of planning and suggests sample planning formats. Appendices contain a list of strategies and activity ideas, a lesson plan form, and a sample learning unit. (Contains 33 references.) (JB)

ED 380 428   SP 035 799

Opening Doors to Improved Health for Missouri's School-Age Children. Recommendations of the Missouri School Children's Health Services Committee.
PUB DATE- 95
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; Attendance; Child Health; Clinical Diagnosis; Dropout Prevention; Elementary School Students; Elementary Secondary Education; *Financial Support; Full State Funding; Management Development; Program Design; *Program Implementation; Public Policy; *School Health Services; Secondary School Students; *State Legislation; *Statewide Planning
IDENTIFIERS- Medicaid; *Missouri

This report contains recommendations for providing for the health needs of all school-age children in Missouri through health services in the public schools that are designed to detect problems, reduce absenteeism, and reduce the failure or dropout rate. An implementation plan described in opening sections includes five components: (1) capacity-building programs--planning programs to prepare schools for implementing health service programs; (2) generalized school children's health services programs--the basic level of services to be provided to school-age children; (3) intermediate school children's health services programs--a program incorporating both generalized and expanded services; (4) primary health care service programs--comprehensive primary care services in the school setting; and (5) the management training initiative--technical assistance to schools and school districts that the challenge of performing two roles they also indicated that they periodically become overwhelmed with the responsibilities of both roles. The study concludes that teacher leadership might adversely affect some teaching practices, as planning and preparation for instruction are affected, and teacher leaders' sudden shifts from leading to teaching affects their teaching focus. (Contains 41 references.) (JDD)

ED 380 447 SP 035 842

Leslie, Carl E.
A Descriptive and Comparative Study of the Student Teaching Programs in the North Central Region.
PUB DATE- Feb 95
NOTE- 30p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); Change Strategies; Comparative Analysis; *Cooperating Teachers; Elementary Secondary Education; Higher Education; *Institutional Characteristics; *Preservice Teacher Education; Private Colleges; Program Implementation; Public Colleges; Schools of Education; Student Teachers; Student Teacher Supervisors; *Student Teaching; *Teacher Education Programs; Undergraduate Study
IDENTIFIERS- National Council for Accreditation of Teacher Educ; North Central Association of Colleges and Schools; *United States (North Central)

This study examined and compared undergraduate student teaching programs in the North Central Association of Colleges and Schools' accreditation region of state-approved institutions of higher education. A survey of 162 (72%) directors of student teaching programs addressed four areas: general background of the institutions, administration of the student teaching programs, student teachers themselves, and cooperating school districts and cooperating teachers. Findings within these four areas are presented, and data are compared between private and public institutions and between National Council for Accreditation of Teacher Education (NCATE) and non-NCATE institutions. The study concluded that institutional size contributed to many of the differences among institutions in the region. There was diversity in the number of student teacher visits made by the college supervisor. There were some institutions that did not allow students who were unsuccessful at student teaching to be given a second chance to be successful. Recommendations from survey respondents are presented, such as developing more effective ways of selecting cooperating teachers, developing more training in clinical supervision for cooperating teachers, making student teaching a full semester in length, and recognizing cooperating teachers and principals for service performed. (Contains 20 references.) (JDD)

ED 380 448 SP 035 843

Mack, Faite R-P.; And Others
Parental Attitudes Regarding the Characteristics of a "Best Teacher": Comparison by Gender and Ethnic Group.
PUB DATE- 13 Feb 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American

constructivist and other learning theories, and authentic learning principles. The middle section of the book concentrates on planning direct, inductive (problem-based) and social (cooperative and simulation) lessons while taking into consideration special student needs. The final chapters deal with establishing a positive learning climate, classroom management, and continuing professional growth. Each chapter begins with a "Set Activity" to focus the student's mind and to activate prior knowledge related to the topic, then "Chapter Objectives" are listed, and key points are summarized. After each segment, the reader is asked to complete a brief "Check for Understanding" activity. At the end of each chapter "Guided and Independent Practice" assignments are provided. (Author/LL)

ED 380 465 TM 022 754

Catterson, Shirin; And Others
Chapter 1: Chapter 1/Migrant, 1992-93. Evaluation Findings.
PUB DATE- 93
NOTE- 163p.; Some type may be illegible. For 1993-94 report, see TM 022 755.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Compensatory Education; Disadvantaged Youth; *Educationally Disadvantaged; *Elementary School Students; Elementary Secondary Education; Federal Aid; Low Income Groups; *Migrant Education; Migrant Youth; Program Evaluation; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 1; Normal Curve Equivalent Scores

Chapter 1, a federally funded compensatory education program, provided funding to 29 elementary schools with high concentrations of low-income students in the Austin (Texas) Independent School District (AISD). Sixteen of the schools had so many disadvantaged students that they qualified to be Chapter 1 schoolwide projects (SWPs). Chapter 1 Migrant, also federally funded, provided compensatory reading services to migrant students through teachers, tutors, or computer labs at seven AISD elementary and secondary schools. Evaluation of both these programs focused on student achievement. Chapter 1 students at both SWP and supplementary schools made average gains of five normal curve equivalent (NCE) points on the Iowa Tests of Basic Skills/Norm-referenced Assessment Program for Texas (ITBS/NAPT) reading comprehension, but Chapter 1 students at SWPs had an average 1 NCE point loss on the mathematics portion of the same test. Twelve of the Chapter 1 schools did not meet the effectiveness tests required by the state. Although the 16 priority schools maintained a lower student-teacher ratio than other schools, student achievement continued to be a cause for concern. Recommendations for program improvement are provided. Eleven figures and 37 tables present evaluation findings. (Contains 6 references.) (SLD)

ED 380 466 TM 022 755

Catterson, Shirin; And Others
Chapter 1: Chapter 1/Migrant, 1993-94. Evaluation Findings.
PUB DATE- Sep 94
NOTE- 154p.; For 1992-93 report, see TM 022 754. Some type may be illegible.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

institutional information; (4) student information; and (5) staff information. Data are presented in 499 figures. An appendix contains a glossary. (Contains 10 references.) (SLD)

ED 380 487 TM 022 844

Thompson, Bruce; Melancon, Janet G.
Measurement Integrity of Scores from a Self-Description Checklist Evaluating Myers-Briggs Type Indicator (MBTI) Types: A Confirmatory Factor Analysis.
PUB DATE- Jan 95
NOTE- 35p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; *College Students; *Evaluation Methods; *Goodness of Fit; Higher Education; Item Response Theory; Models; Personality Assessment; *Personality Traits; *Research Methodology
IDENTIFIERS- Confirmatory Factor Analysis; *Measurement Integrity; *Myers Briggs Type Indicator; Self Report Measures

This study was conducted to evaluate whether a brief self-description checklist may provide a viable method of quickly obtaining initial personality type information. The Personal Preferences Self-Description Questionnaire (PPSDQ) and the Myers-Briggs Type Indicator (MBTI) were administered to 420 college students, and PPSDQ item-response and MBTI scale-score data were analyzed using LISREL confirmatory factor analysis. Although one model (number 4) provided the best fit to the data, it is clear that a better fitting model must still be pursued. Additional items may be needed to measure the Judging-Perceiving dimension. Three tables present findings. An appendix presents six charts of fit statistics, and a second appendix lists word pairs. (Contains 19 references.) (SLD)

ED 380 488 TM 022 845

Cramer, Susan; Smith, Annette
Outcomes and Outcome Based Education in Wisconsin.
PUB DATE- Oct 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; Educational Change; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Evaluation Methods; *Identification; *Outcomes of Education; *School Districts; State Legislation; *State Programs; Surveys
IDENTIFIERS- *Outcome Based Education; Reform Efforts; *Wisconsin

Wisconsin has been exploring educational targets or outcomes since 1992 in conjunction with legislation mandating student assessment. While the establishment of outcomes does not necessarily indicate that a school subscribes to an outcome-based education (OBE) philosophy, the two could go together. OBE requires identification of outcomes prior to instruction,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accrediting Agencies; *Certification; College Students; Criteria; *Critical Thinking; Ethnic Groups; Higher Education; Measurement Techniques; Nurses; *Nursing Education; *Outcomes of Education; Pilot Projects; Sex Differences; *Test Construction; Test Validity
IDENTIFIERS- *California Critical Thinking Skills Test (College); National League for Nursing

Criterion 20 of the National League for Nursing's accreditation process requires documentation of critical thinking (CT) as an outcome of nursing education. This raises two questions: What is meant by CT? and How can it be measured? Building on a consensus construct of CT as articulated in the American Philosophical Association 1990 Delphi Report, this paper traces the development, validation, and pilot testing of the California Critical Thinking Skills Test (CCTST). Item analysis, validity, and reliability of the CCTST are addressed, as are questions of gender, ethnicity, and native language. The pilot instrument, constructed from a pool of items developed over a 20-year research program, was administered to 1,196 college students. Both the consensus concept of CT and the CCTST instrument have applications in response to accreditation standards. (Contains 27 references.) (SLD)

ED 380 510 TM 022 881

Grossman, Barry G.
A Review of the Middle Childhood Home Inventory.
PUB DATE- Jan 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ns in response to accreditation
references.) (SLD)
stan,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Blacks; *Child Caregivers; Children; Early Childhood Education; Economically Disadvantaged; Evaluation Methods; *Family Environment; Measurement Techniques; *Parents; Questionnaires; Social Support Groups; *Socioeconomic Status; Test Construction; Test Content; Test Reviews; Test Selection; *Test Use; Test Validity; Whites
IDENTIFIERS- *Middle Childhood HOME Inventory

The Middle Childhood HOME (MC-HOME) Inventory is designed to measure the quality and quantity of stimulation and support available to a child in the home environment. It is an interview/questionnaire that is individually administered to the primary caregiver while the target child is awake and present. The instrument is intended to be a sensitive environmental index that can reflect meaningful variation within lower socioeconomic status groups. The MC-HOME inventory consists of 59 items and 7 subscales. The inventory is easy to administer and score, despite some limitations in its manual. Norms are based on a sample of 124 black and white children and their families from Little Rock (Arkansas). Despite limitations, the instrument appears to be a valuable way to measure the environment. Its heightened sensitivity in the lower ranges of ability makes it suitable for at-risk environments. The instrument lacks the true psychometric qualities that classical test construction methods would

Fernandez, Ricardo R.; Timpane, P. Michael
Bursting at the Seams: Report of the Citizens' Commission on Planning for Enrollment Growth.
PUB DATE- 30 Jan 95
NOTE- 75p.; Separately published six-page "Executive Summary" is appended.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Building Plans; *Class Size; Cooperation; Crowding; *Educational Facilities Planning; Educational Finance; Elementary Secondary Education; *Enrollment; Enrollment Trends; Facility Utilization Research; Financial Support; Magnet Schools; *School Space; *Urban Schools; *Year Round Schools
IDENTIFIERS- *New York City Board of Education

The independent Citizens' Commission on Planning for Enrollment Growth for New York City has concluded that the school system is experiencing explosive enrollment growth, and that current strategies are incapable of dealing with this growth. The only way to forestall a crisis is to increase classroom space significantly. Given current demographic trends, the enrollment of 1,016,000 students in 1993 will reach close to 1,250,000 by the 2002-03 school year. Recommendations for coping with this increase include: (1) implementation of a pilot plan to convert schools to a year-round calendar; (2) increasing relative use of leasing, rather than new construction, as a strategy to increase space; (3) expansion of efforts to form collaboratives with higher education and nonprofit organizations; (4) expanding the relocation of administrative offices from school space; (5) rezoning overutilized schools; (6) promoting interdistrict cooperation; (7) establishing magnet and special program schools in underutilized facilities; (8) reforming placement for special education; (9) using connections with the business community to find space; (10) seeking increased federal funding; and (11) establishing a bonding authority dedicated to school space. Eleven tables and five figures illustrate the discussion. Four appendixes provide supplemental information. (SLD)

differing beliefs. Dewey's later publication naturally resulted from and expanded upon the first. Contains 23 references. (EH)

ED 380 351   SO 024 243

Lockwood, John H.
Education for 2001 and Beyond.
PUB DATE- Feb 94
NOTE- 12p.; For a related document, see SO 024 244.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decision Making; *Educational Planning; *Educational Policy; *Educational Principles; Educational Trends; Futures (of Society); *Long Range Planning; Prediction; Public Policy; Social Change; Trend Analysis
IDENTIFIERS- Reich (Robert B)

This essay presents the major ideas of the book "The Work of Nations: Preparing Ourselves for 21st Century Capitalism" (1991), written by Robert Reich, Secretary of Labor in the Clinton administration. Reich describes the development of the symbolic-analyst as the new citizen in the economic order, utilizing the basic skills of abstraction, system thinking, experimentation, and collaboration. The two other classes of citizens are the in-person servers performing face-to-face tasks and routine producers performing low-level computations and repetitive tasks. All citizens affect the international corporate webs of the economic system. The essay cites several problems with Reich's vision of the economic world: (1) the financial costs to upgrade social services and education; (2) the stratification of the social classes and the increased emphasis placed on a technical education as compared to more aesthetic pursuits; and (3) the incomplete vision for change offered by Reich. Bilingual education and cultural awareness initiatives were omitted from the vision for change as the world becomes more diverse. Curriculum recommendations for the future are suggested. (EH)

ED 380 352   SO 024 244

Lockwood, John H.
The Education of Nations: An Analysis of Robert B. Reich's Economic Theory.
PUB DATE- 93
NOTE- 11p.; For a related document, see SO 024 243.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; *Educational Planning; *Educational Policy; *Educational Principles; Educational Trends; Futures (of Society); *Long Range Planning; Prediction; Public Policy; Social Change; Trend Analysis
IDENTIFIERS- Reich (Robert B)

This essay critiques the book "The Work of Nations: Preparing Ourselves for 21st Century Capitalism" (1991), by Robert Reich, Secretary of Labor in the Clinton administration. Reich described the development of the symbolic-analyst as the new citizen in the economic order, utilizing the basic skills of abstraction, system thinking, experimentation, and collaboration. The two other classes of citizens are the in-person servers performing face-to-face tasks and routine producers performing low-level computations and repetitive

ED 380 371 SO 024 633

Beyani, Chaloka; And Others
Education Rights and Minorities. Report.
PUB DATE- 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Studies; Cultural Background; *Cultural Differences; Cultural Interrelationships; Culture; Elementary Secondary Education; *Ethnic Discrimination; *Ethnic Groups; *Ethnicity; Ethnic Relations; Ethnic Studies; Foreign Countries; *Minority Groups; Multicultural Education
IDENTIFIERS- Ainu; India; Japan; Malawi; Turkey

This report not only examines the role of mass education in the integration of minorities into the society, but also examines the importance to minorities of the cultural transmission of their values and world view recognized by international standards. The general human right to education implies certain duties of the state under the 1948 Universal Declaration of Human Rights of the United Nations. The chapters in this volume present various aspects of the challenge, including: (1) "State Education and Minority Rights" (Crispin Jones); (2) "International Standards" (Patrick Thornberry); (3) "The Prerequisites of Education" (Chaloka Beyani); (4) "Language and Education" (Crispin Jones and Rachel Warner); (5) "Aspects of Religion in Secular Education" (Jagdish Gundara); (6) "The Role of the Curriculum" (Sarah Graham-Brown); and (7) "Directions for the Future." A companion piece profile, entitled "Exchange and Encouragement," focuses on the related field of indigenous peoples, specifically the Ainu of Japan. This report addresses a global issue with emphasis upon the need for further research and debate on the topic. (EH)

ED 380 372 SO 024 654

Johnson, Charlene
Influences of Gender and Academic Achievement on Learning Preferences of Middle Grade Students.
PUB DATE- Nov 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid South Educational Research Association (November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; Classroom Research; *Classroom Techniques; Intermediate Grades; Junior High Schools; *Learning Motivation; *Learning Processes; Middle Schools; *Sex Differences; Student Characteristics; Student Motivation
IDENTIFIERS- *Middle School Students

This research summary focuses on learning preferences of early adolescents and their relationships with academic achievement and gender. The classroom structures under study were cooperative (working with peers in accomplishing academic material), competitive (competing with peers in academic endeavors), and individualistic (having no involvement with peers in pursuing academic goals or objectives) learning situations. The sample consisted of 715 African American

Issues; Moral Values; *Outcomes of Education; Professional Autonomy; *Public Schools; Values; Values Education
IDENTIFIERS- Outcome Based Education; Religious Right

This bibliography lists articles and books written by both educators and conservative Christians, as well as some books that have been censored by the Religious Right. As many conservative Christians have become more active in politics, they also have become very active in and vocal about public schools. One particular target of criticism in the early 1990's has been outcome-based education. (Author/EH)

ED 380 391 SO 024 816

Brandhorst, Allan R.
History, Narrative, and Human Temporal Perspective: In Search of a Developmental Paradigm.
PUB DATE- 18 Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Educational Research; Educational Theories; *History Instruction; *Piagetian Theory; Secondary Education; Social Studies; *Teaching Methods; *Time; *Time Perspective
IDENTIFIERS- Bruner (Jerome S); Vygotsky (Lev S)

This paper reviews the current social studies literature on temporal perspective as a psychological phenomenon and relates that literature to the Piagetian paradigm of development. It discusses the contemporary viewpoints on the nature of time and temporality. The paper outlines the distinctions between the Piagetian paradigm and the Vygotskian paradigm of development, and discusses those distinctions in relation to Jerome Bruner's distinction between the narrative and paradigmatic modes of thought. The paper identifies implications of the Vygotskian paradigm for the teaching of history. Questions explored include: (1) Is learning time tied to the learner's developmental structure? (2) Should time understandings be a major consideration in how historical topics are introduced? (3) Should historical time concepts be taught in conjunction with history, just as clock and calendar time concepts are taught in conjunction with mathematics? and (4) Are time and history no more or less complex than algebra and trigonometry? Contains 16 references. (DK)

ED 380 392 SO 024 820

DeCarlo, Jacqueline; Hamilton, Virginia, Ed.
Encouraging Refugee Awareness in the Classroom: A Guide for Teachers. Issue Paper.
PUB DATE- Feb 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Cross Cultural Studies; Culture Conflict; Curriculum; Curriculum Development; Foreign Nationals; Global Approach; International Studies; *Political Attitudes; *Refugees; *Relocation; Secondary Education; Social Studies

This lesson packet focuses on the growing situation of refugees calculator use in the classroom. Participants supplied information on job description, student population, percentage of students having calculators, percentage of district mathematics programs that integrated calculators into their curricula, the percentage of district math teachers that supported the use of calculators during instruction, calculator use during tests, in-service training, anecdotal information on benefits and problems, district calculator policies, and awareness of the NCTM's recommendations. Analysis of data found: (1) less than 50 percent of mathematics teachers routinely use calculators in classroom instruction; (2) 71.4 percent of the cumulative survey responses reported had no district in-service calculator teacher training available; (3) 77.5 percent of participants reported that the school district provided teacher calculator support; and (4) nearly 88 percent of participants were aware of NCTM's position statement on calculator use. Appendixes contain copies of the survey and correspondence, and tables of data. (Contains 44 references.) (JB)

ED 380 411   SP 035 743

Whitty, Geoff; Seddon, Terri
Teachers and Decentralisation. Papers Prepared for the National Industry Education Forum Seminar (Melbourne, Victoria, Australia, August 1994).
PUB DATE- Oct 94
NOTE- 37p.; Cover title: Decentralisation and Teachers: Report of a Seminar.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Community Control; *Decentralization; *Democracy; Educational Policy; Elementary Secondary Education; Foreign Countries; *Government Role; Government School Relationship; Institutional Autonomy; Literature Reviews; Organizational Change; Politics of Education; Public School Teachers; *School Based Management; *School Restructuring
IDENTIFIERS- *Australia; *England; New Zealand; Reform Efforts; Teacher Development; Thatcher (Margaret); United States

This publication contains two papers on the implications of school decentralization for teacher education, student achievement, and democracy. The first paper, "Devolution in Education Systems: Implications for Teacher Professional Development and Pupil Performance" (Geoff Whitty), explores the way education reform movements for decentralization have developed generally by looking at how reforms have worked in England with some cross references to experiences in New Zealand and the United States. In doing so it reviews several studies and discusses the context in which reforms were installed. The conclusion notes that the overall benefits are not yet apparent and that reforms seem to intensify the links between educational and social inequality. The paper also notes that these reforms were part of a larger Thatcherite political project that must have influenced their effects. The second paper, "Decentralisation and Democracy" (Terri Seddon), argues that current educational reform is limited by its neglect of the interdependencies of development, democracy, and education; and that the character of decentralization is the key issue for debate. In three sections the paper comments on contemporary educational reform in Australia, discusses the consequences of utilize any of the programs. Sections of the report include descriptions of the planning approach and the program design; discussion of the intended impact; and recommended strategies. Also included are a list of members of the School Children's Health Services Committee, a glossary, and end notes. Appendixes, which comprise more than half the document, contain sections of relevant state legislation, spreadsheets of data, and maps and charts displaying distribution of key health status indicators in Missouri counties. Contains 30 references. (JB)

ED 380 429 SP 035 805

Adams, Carlton; And Others
Health Education Planning: A Guide for Practicing Quality Health Education.
PUB DATE- Apr 94
NOTE- 212p.; Appendixes are printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Community Programs; Educational Objectives; *Educational Planning; *Educational Quality; *Health Education; Local Government; Models; Nonschool Educational Programs; *Program Development; *Program Evaluation; State Standards
IDENTIFIERS- North Carolina

This guide provides a framework and tools for local health department staff in North Carolina who plan and evaluate health education programs. The first section presents health education standards of practice. These standards form a base on which the agency can build quality health education services and help health care practitioners become aware of the parameters needed to define quality services. The second section offers a framework for developing a health education plan. This process begins by identifying and analyzing the causes of health problems and then progresses to determining health education objectives, activities, evaluation procedures, and needed resources. The third section provides a step-by-step process for developing a health education program evaluation plan. Appendix A contains 16 worksheets which, once completed, represent a health education program plan. Appendix B provides samples of completed worksheets--one set addressing the goal of reducing the infant death rate and one set on reducing sexually transmitted diseases. A glossary is also included. (JDD)

ED 380 430 SP 035 819

de Acosta, Martha
Preparing Teachers for Home-School-Community Partnerships: A Foundational Approach.
PUB DATE- 13 Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Studies Association (26th, Chapel Hill, NC, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Family School Relationship; Foundations of Education; Higher Education;

Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Educational Practices; Elementary Education; *Elementary School Teachers; Ethnic Groups; Hispanic Americans; Minority Groups; *Parent Attitudes; *Racial Differences; *Sex Differences; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- African Americans; Grand Rapids Public Schools MI

This investigation surveyed 505 parents of elementary school students enrolled in the Grand Rapids (Michigan) Public School District regarding the characteristics of a "best teacher." Approximately 50 percent of the parent responses were from minority parents (35.6 percent African American, 10.6 percent Hispanic, 2.4 percent Native American, and .8 percent Asian American). In general, the "best teacher" was identified as a female. Except for Native American parents, the "best teacher" was identified as belonging to the same ethnic/racial group as the parent. Both male and female parents reported the following characteristics being most typical: conversed without the use of excessive slang or poor grammar, had high expectations for students, demonstrated punctuality and good attendance, was enthusiastic about teaching and made teaching fun, was able to manage disruptive behavior, and served as a role model of a successful individual. Findings present important differences in what various gender and racial/ethnic categories of parents expect and deem important in the characteristics of a "best teacher." (Contains 17 references.) (JDD)

ED 380 449 SP 035 844

Andersen, Jim
Courageous Teaching: Creating a Caring Community in the Classroom.
PUB DATE- 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Curriculum Development; *Developmental Programs; Developmental Stages; Elementary Secondary Education; *Emotional Development; *Group Dynamics; Higher Education; Individual Development; *Intellectual Development; Moral Development; Program Implementation; Student Development; Teacher Role; *Teaching Models
IDENTIFIERS- *Learning Communities

This book synthesizes a group process conceptual framework and a practical model for facilitating learning. The book contains a curriculum of sequenced and developmental group process activities designed to make school meaningful for every student, a description of how to become skillful with the art and science of facilitative group process, and information on how to create a caring learning environment in which young people are simultaneously engaged emotionally and intellectually. The focus is on enabling students to become good persons while they are becoming academically proficient. It is a model for infusing character development into the curriculum whereby every lesson becomes meaningful and purposeful to students. Three themes form the basis for the

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Compensatory Education; Disadvantaged Youth; *Educationally Disadvantaged; *Elementary School Students; Elementary Secondary Education; Federal Aid; Low Income Groups; *Migrant Education; Migrant Youth; Parent Participation; Program Evaluation; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 1; Normal Curve Equivalent Scores; Reading Recovery Projects

Chapter 1, a federally funded compensatory education program, provided funding to 31 elementary schools with high concentrations of low-income students in the Austin (Texas) Independent School District (AISD) through the following components: (1) nonschoolwide projects of supplementary instruction; (2) schoolwide projects (SWP) in the most disadvantaged schools; (3) full-day kindergarten classes; (4) additional services in one nonpublic school and nine institutions for the neglected or delinquent; (5) Chapter 1 Migrant programs for migrant students; and (6) parent and community involvement programs. Evaluation of these programs focused on language and achievement gains. All Chapter 1 programs met the required gains in prekindergarten, and 21 of 25 met requirements for kindergarten. Less than half (18 of 31) of Chapter 1 schools met the required level of reading comprehension for their first grade Chapter 1 students. The majority of the schools improved their passing rates on the Texas Academic Assessment. Programs new to Chapter 1, such as Reading Recovery, were expanded to 20 elementary schools. Fifty-six tables and 61 figures present evaluation findings. Three attachments present supplemental information about some programs. (Contains 9 references.) (SLD)

ED 380 467 TM 022 756

Bhola, H. S.
Informed Decisions within a Culture of Information: Updating a Model of Information Development and Evaluation.
PUB DATE- Nov 94
NOTE- 28p.; Paper presented at the Regional Training Workshop on Monitoring and Evaluation of Nonformal Basic Education (Chiang Rai, Thailand, November 7-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cooperation; *Culture; *Decision Making; Educational Research; *Evaluation Methods; *Information Theory; Models; Naturalistic Observation; Organizational Development; Program Evaluation

An expanded vision of evaluation is offered that accommodates the use of both descriptive information and evaluative information, and which connects evaluation in the naturalistic paradigm with evaluation in the rationalistic paradigm for making informed decisions within programs of education and development. The model of "Information Development and Evaluation" as presented herein is the conceptual structure around which vibrant cultures of information can be built within program organizations; and such organizations can then socialize reflective practitioners, promote collaborative group decisions and action, and shape themselves into learning organizations. (Contains 4 figures and 72 references.) (Author/SLD)

ED 380 468 TM 022 759

instruction related to specific outcomes, and demonstration of identified outcomes. Reaching consensus on the outcomes that are important is difficult for any school district. The relationship between the state's desired outcomes and OBE was studied in a survey completed by 42 Wisconsin school districts. Forty percent of responding districts are in the process of identifying outcomes, although only eight actually call them "outcomes." Most districts are familiar with the state's desired outcomes, but the linkage between state and district outcomes is low. Finally, the majority of districts do not consider themselves OBE. Only two call themselves OBE districts, while four say they adopt some OBE philosophy. An appendix contains the survey instrument. (Contains 13 references.) (SLD)

ED 380 489 TM 022 849

Gillaspy, Art; And Others
Concurrent Validity of Scores from the Hendrick-Hendrick "Love Attitudes Scale": Predicting Score Variance Using Androgyny Sex-Roles Data.
PUB DATE- Jan 95
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Concurrent Validity; Higher Education; Interpersonal Relationship; *Love; Multivariate Analysis; *Sex Role; Statistical Analysis; *Student Attitudes
IDENTIFIERS- *Bem Sex Role Inventory; Eigenvalues; *Hendrick Hendrick Love Attitudes Scale

Love is among the most fundamental aspects of the experience of being human. Achieving successful love relationships has been associated by counselors--both counseling theories and researchers--with good mental and good physical health. Yet our knowledge of the nature of love remains primitive, because until recently it was not considered scientifically respectable to investigate love phenomena. The present study explored the nature of perceptions of love in relation to sex-role preferences measured by the Bem Sex-Role Inventory. The concurrent validity of scores on the Hendrick-Hendrick Love Attitudes Scale was investigated. Subjects were 791 graduate and undergraduate university students. Various bivariate and multivariate methods were used to explore these relationships. Results for the various subscales provide insight into the nature and dynamics of love. Four tables. Two appendixes list analysis eigenvalues and the instrument's varimax-rotated structure. (Contains 39 references.) (SLD)

ED 380 490 TM 022 850

Yoon, Jina
Evaluating Replicability of Regression Results Using the Jackknife Statistic.
PUB DATE- Jan 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

normally provide, but remains a useful tool for evaluation of the environment. (Contains 7 references.) (SLD)

ED 380 511 TM 022 882

Baker, Carl E.
A Review of the Detroit Tests of Learning Aptitude-3 (DLTA-3).
PUB DATE- Jan 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- itivity in the lower ranges of suitable for at-risk environments. The instrument lacks the true ps,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Tests; *Children; Clinical Diagnosis; *Diagnostic Tests; *Intelligence Tests; Learning; Reading Tests; Scores; Scoring; Test Content; Test Reliability; Test Reviews; *Test Use; Test Validity; *Verbal Ability
IDENTIFIERS- *Detroit Tests of Learning Aptitude; Motoric Expression; Subtests

The Detroit Tests of Learning Aptitude, 3rd Edition (DLTA-3) is a battery of 11 subtests that measure different but interrelated mental abilities. These are clinically assessed by the battery, which further attempts to delineate the factors that contribute to Spearman's factor for general intelligence. The DLTA-3 has age norms expressed for test takers ranging from 6 years, 11 months to 17 years, 11 months in terms of scaled score units. With respect to different target groups (Blacks, Whites, Hispanics) group information is provided only in the form of reliability coefficients. The DLTA-3 appears to be relatively unbiased with respect to reading measurement. Testing of verbal aptitude is tailored in terms of concepts most children would know. The analysis attempts to differentiate higher and lower levels of processing among students on several important theoretical dimensions of intellectual development. The motoric subtests have been revised since the DLTA-2, contributing to the fact that DLTA-3 is a good test for measuring intraindividual information processing differences because of its high internal consistency. (Contains 5 references.) (SLD)

ED 380 512 TM 022 883

Cook, Allison A.
A Review of the IDEA Oral Language Proficiency Test Forms C & D-English.
PUB DATE- Jan 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- of processing among students o theoretical dimensions of intellectual development. The motoric ,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Elementary Education; *Elementary School Students; *English (Second Language); Evaluation Methods; Field Tests; *Language Proficiency; Measurement Techniques; *Oral Language; Test Construction; Test Interpretation; Test Manuals; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- *IDEA Oral Language Proficiency Test

The IDEA Oral Language Proficiency Test (IPT-I), forms C and D, tasks. The historical development of the multinational corporation is analyzed, along with the times in recent history when education was given a high national priority, such as during the Harry Truman administration in the Cold War and with the launch of Sputnik. As the international corporations grow, a rethinking of citizenship roles and responsibilities is demanded. All citizens will affect the international corporate webs of the economic system. Yet there is also a cost involved in rethinking the role of citizen, with massive outlays of funds required to reform the education and social welfare systems. The essay suggests that funding might come from reallocations in the defense department budget. (EH)

ED 380 353 SO 024 308

Love, Reeve
Gender Bias: Inequities in the Classroom.
PUB DATE- Feb 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Environment; Classroom Research; *Educational Discrimination; Elementary Secondary Education; Equal Education; *Females; Role Models; *Sex; *Sex Bias; *Sex Stereotypes; Social Studies; Textbook Bias; *Textbook Content

This article explores sex bias in curricular materials for elementary and secondary schools. Sex bias is defined as a set of unconscious behaviors that, in themselves, are often trivial and generally favorable. Although these behaviors do not hurt if they happen only once, they can cause a great deal of harm if a pattern develops that serves to reinforce stereotypes of either sex and promote distrust. The article discusses studies of how bias takes root and is perpetuated through schools' curricular materials. A 1975 study showed how sex stereotyping and bias were perpetuated in the text books in use at that time for grades 1 through 6 in the areas of mathematics, science, reading, spelling, and social studies. That study tallied the characters presented by gender, ethnicity, age, by what activities they were involved in, and by how they were depicted. The researchers found that boys were portrayed almost without exception in active, energetic roles. Girls were shown most frequently to be watching and waiting. The study discovered that the percentage of girls and women in texts declined steadily by grade level, resulting in far fewer adult female role models than male. A 1992 study also found rampant gender bias in school texts, presenting 5 model forms that bias can take in instructional materials: (1) invisibility; (2) imbalance/selectivity; (3) unreality; (4) fragmentation/isolation; and (5) linguistic bias. Three basic goals evolved in the quest for gender inequity: (1) equality; (2) the elimination of bias and development of the healthy individual; and (3) the building of trust between the sexes. (DK)

ED 380 354 SO 024 331

Social Studies. Levels 7-12. Revised. Secondary Core Curriculum Standards.
PUB DATE- 91
NOTE- 54p.; For related items, see ED 348 299-316.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

students from six schools within one metropolitan county in the southeastern United States. The students were surveyed with the Learning Preference Scale--Students (LPSS), Form C, with the results analyzed for reliability. Gender and grade point average, the independent variables, showed a significant correlation, yet gender was not correlated significantly with any of the three dependent variables, cooperative, competitive, and individualistic learning preferences. Limitations of the study are discussed and a call for further research on this topic is made. (EH)

ED 380 373   SO 024 675

Swezey, Megan
State Level Initiatives To Promote Youth Service: The Work of Youth Service California and Strategies for Local Advocates Involved in State Planning.
PUB DATE- 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Assocation (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Community Organizations; *Community Programs; Community Resources; *Elementary Secondary Education; Public Agencies; Public Service; Social Responsibility; *State Programs; *Student Volunteers; Young Adults; *Youth Agencies; Youth Opportunities; *Youth Programs
IDENTIFIERS- *Community Service; *Youth Service California

This paper describes the work of Youth Service California, a state-wide collaboration of public and private organizations that since 1990 has brought the voice of the local youth service field to state level policy and program development. Youth Service California's purpose is the further development of a diverse state movement to increase and integrate youth involvement in service from kindergarten through 12th grade, colleges and universities, conservation and service corps, and throughout the community. The term "youth service" is broadly defined to include both curriculum-based service efforts commonly referred to as "service learning" and co-curricular community service. Congress passed The National and Community Service Act of 1990 and the National and Community Service Trust Act of 1993 in order to develop the potential and power of service for all young people. Both laws put the burden on individual states to develop high quality plans for making service part of the fabric of life. Effective state plans require the involvement of local practictioners and policymakers. Efforts of Youth Service California are suggested as a model for other local initiatives. The paper concludes with strategies for implementation. (EH)

ED 380 374   SO 024 680

Gary, Lee P., Jr.
Building an Understanding of Democratization in a Developing Nation: A Success Story in Botswana.
PUB DATE- 16 Aug 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

and cultural awareness. In the document are definitions of terms, suggestions for infusing lessons on the refugees into the curriculum, and resource information. One of the purposes of working to create refugee awareness is to help ordinary students become extraordinary citizens of American society and the world community. The document is divided into the following sections: (1) "Introduction"; (2) "Overviews of Current Refugee Emergencies"; (3) "Proven Lesson Planning Ideas" (e.g., Analyzing Refugee Experience, Applying the Durable Solutions, Exhibiting a Willingness to Respond); (4) "Teacher Resources"; and (5) "Conclusion." (EH)

ED 380 393 SO 024 851

Kang, Sunjoo
An Analysis of the Historical Thinking of Middle-School Students, and Its Implications for Source Material Studies.
PUB DATE- May 94
NOTE- 32p.; Summary of M.E. Thesis, Indiana University. Paper presented at the Korean National History Symposium (May 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Classroom Research; Curriculum; *Curriculum Research; Educational Research; *Historiography; History; History Instruction; Intermediate Grades; Junior High School Students; Middle Schools; *Primary Sources; Research Tools; Social Studies
IDENTIFIERS- *Middle School Students

This summary of a Master's thesis focuses on research conducted with students in analyzing primary source materials translated from Korean. The document's sections are entitled: (1) "Explanation of the Research"; (2) "Types of Historical Thinking"; (3) "Implications for Source Materials Studies"; (3) "Bibliography (in English)"; (4) "Bibliography (in Korean)"; and (5) "Appendix (Text)." This study involved the use of a text, composed of seven documents and five questions, to survey students' historical thinking and to analyze what is needed for improvement. A total of 199 students were test in March 1993, with 102 of them sophomores in 2 classes and 97 juniors from 2 classes. The students had to solve the problems within 45-50 minutes. The questions the students were to answer involved the evaluation of the credibility of the documents and inference from the content of the documents. Analyses of the responses are given, along with implications for teaching and learning. (EH)

ED 380 394 SO 024 852

Zevin, Jack
Perceptions of National Identity: How Adolescents View Their Own and Other Countries.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Classroom Research; Comparative Analysis; *Cultural Images; Educational Research; *Ethnocentrism; Foreign Countries; Junior High Schools; Junior High School Students; *Social Bias; *Stereotypes; *Student Attitudes; Student Surveys; Urban Youth

decentralization for democracy, and suggests a way to reframe the problem of education reform to recognize the interdependency of development and democracy. (Contains 53 references.) (JB)

ED 380 412 SP 035 745

McNinch, James
The Recruitment and Retention of Aboriginal Teachers in Saskatchewan Schools. SSTA Research Centre Report #94-10.
PUB DATE- Nov 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; Cultural Context; Educational Improvement; Elementary Secondary Education; *Equal Opportunities (Jobs); Foreign Countries; *Indigenous Populations; *Minority Group Teachers; Racial Attitudes; Racial Discrimination; Social Structure; *Teacher Persistence; *Teacher Recruitment
IDENTIFIERS- *Saskatchewan

This report examines recruitment and retention of Aboriginal teachers in Saskatchewan (Canada) a decade after principles of equity were voluntarily adopted by some public school divisions. Data were gathered via questionnaires completed by 25 teachers of Aboriginal ancestry, 17 graduates of the Saskatchewan Urban Native Teacher Education Program, and 15 directors of education as well as interviews with 6 teacher education program graduates and 6 directors of education. Forces that restrain and drive the successful recruitment and retention of Aboriginal teachers are outlined. Relevant issues are discussed, including the need for education equity, the Aboriginal teacher as role model, special recruitment efforts, demographic considerations, improving hiring and retention, Aboriginal teachers and school improvement, racism and discrimination, improvement for Aboriginal students, and improvement for Aboriginal teachers. The study concludes that the successful recruitment and retention of Aboriginal teachers will take place by coming to terms with the context of broader economic, political, social, and educational changes in which recruitment and retention occur. A receptive, knowledgeable, and caring school and division environment is important for success. Care and attention to the process of implementing change is as important as the results expected. Twelve recommended policy directions are described. Appendices provide background information on the project and copies of survey questionnaires. (Contains 25 references.) (JDD)

ED 380 413 SP 035 758

Thorngren, Connie M.; Eisenbarth, Barbara S.
Games Yet To Be Played: Equity in Sport Leadership.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Athletic Coaches; Civil Rights Legislation; College Athletics; *Compliance (Legal); Educational Legislation;

Introductory Courses; *Parent Participation; *Partnerships in Education; Politics of Education; *Preservice Teacher Education; Required Courses; *School Community Relationship; *Social Environment; Student Teachers; Student Teaching; Teacher Competencies

IDENTIFIERS- Preservice Teachers

Preparation of teachers for home-school-community partnerships will be most effective if it is based on a foundational approach that makes teachers aware of the social and political context of teaching and cognizant of the economic, social, and political demands that are placed on schools. A foundational approach to home-school-community connections increases student teachers' attentiveness to families' investment in their children's learning. In addition student teachers learn about those aspects of the social organization for schools that support or hinder the efforts of teachers to collaborate with families and communities. Foundation courses should be integrated with student teaching and internship experiences. When reflection on practice is achieved by integrating university classroom learning with learning in schools and communities, students can explore the relationships between families and schools, and between communities and schools, and the social context of teaching. With this preparation students will understand the challenges of connecting families with schools and be better prepared to address and sustain efforts for school-community-family partnerships. (Contains 23 references.) (JB)

ED 380 431 SP 035 821

Kameenui, Edward J.; Darch, Craig B.

Instructional Classroom Management: A Proactive Approach to Behavior Management.

PUB DATE- 95

NOTE- 209p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Behavior Problems; Classroom Environment; *Classroom Techniques; *Concept Teaching; *Discipline; Educational Assessment; Elementary Secondary Education; Positive Reinforcement; Punishment; School Policy; *Student Behavior; Teacher Role; *Teaching Methods

IDENTIFIERS- Classroom Effectiveness

This volume describes basic concepts and strategies for thinking about instructional classroom management and reviews general strategies for rethinking and reorganizing a classroom to reflect an instructional classroom management approach. Instructional classroom management approaches student behavior based on the premise that strategies for teaching and managing social behavior are not different from strategies for teaching subject matter. By their very nature classroom and behavior management procedures are instructional and designed to impart information on how to behave. Pedagogical features of the volume include examples, chapter overviews, figures and tables, chapter summaries, chapter activities that require application of the chapter's subject to the classroom, and suggested readings for each chapter. The chapters are: (1) Classroom Management and the Context of Instruction; (2) Prominent Approaches to Classroom Management; (3) Instructional Dimensions of Classroom Management; (4) A Temporal Framework book's personal growth philosophy: the experiential theme, the developmental theme, and the transcendental theme. Personal growth is facilitated via the sequential stages of caring, sharing (self-disclosure), awareness, self-respect, faith, self-responsibility, and purposefulness. The process and activities presented were tested with thousands of students and educators and are designed to work in every classroom at every grade level (with some language and content modification for young children). (Contains 39 references.) (JDD)

ED 380 450   SP 035 845

Hall, Rio
Teaching in Bene, Haiti: One Teacher's Guide to Education in a Foreign Country.
PUB DATE- May 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Cultural Differences; Curriculum; *Educational Methods; Elementary Secondary Education; *English (Second Language); Foreign Countries; Haitian Creole; *Nontraditional Education; *Second Language Instruction
IDENTIFIERS- *Haiti

This paper describes the experiences of an American teacher who taught English to individuals in Bene, Haiti for 10 days in the summer of 1993. The paper describes preparation for the teaching experience, discusses the experience itself, and offers a social and educational analysis of the experience. The paper discusses living conditions, transportation arrangements, the language barrier, Voodoo practices, physical expression in the Haitians' native language of Creole, fatalism, poor public health conditions, and Haitians' interest in American culture. Taking the view that the foundation for learning is set in the community, the teacher worked with the entire community of Bene, not just the children. Students included school-aged children and adults. The teaching approach emphasized that learning should be experiential, rely upon cultural strengths, and build upon the learner's prior knowledge and ability. The curriculum covered the English alphabet, introductions, body parts, telling time, days of the week, months of the year, expressions of time, verbs, American lifestyles, songs, Charades, and card games. The vocabulary and songs covered in the 10-day curriculum are appended. (JDD)

ED 380 451   SP 035 846

Uphoff, James K.; And Others
Piloting Professional Year Partnerships.
PUB DATE- Feb 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 1995). Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Elementary Secondary Education; *Field Experience Programs; Higher Education; Models; *Partnerships in Education; Pilot Projects; Preschool Education; *Preservice Teacher Education; *Professional Development Schools; School Community

Wilkinson, David; Mangino, Evangelina
Program Effectiveness in AISD 1992-93.
PUB DATE- Sep 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Cost Effectiveness; *Dropout Prevention; Dropout Programs; Drug Education; *Educational Finance; Educational Technology; Elementary Secondary Education; Parent Education; *Program Effectiveness; Program Evaluation; *School Districts
IDENTIFIERS- *Austin Independent School District TX

The Office of Research and Evaluation (ORE) of the Austin Independent School District (AISD) (Texas) reviews the effectiveness of many of the school district's special programs. In 1992-93, ORE reviewed 60 programs or program components. Cost effectiveness was calculated for 31 programs, using an achievement effect measure for 10, a dropout prevention effect measure for 13, and a drug prevention effect measure for 8. An additional three dropout prevention programs were rated on effectiveness, although cost information could not be obtained. Three drug prevention programs were rated for cost, but not effectiveness, and another 23 programs were evaluated on effectiveness based on other evaluation information. Two-thirds of the programs were rated as effective, and 60% were considered cost-effective where calculation was possible. Three of four elementary school technology schools were the most cost-effective among achievement improvement programs. A parent-training program, Mega Skills, was the most cost-effective dropout prevention program, while Plays for Living and Drug Abuse Resistance Education (DARE) were the most cost-effective drug abuse prevention programs. Seventeen tables present evaluation findings. (Contains 11 references.) (SLD)

ED 380 469 TM 022 760

Sanchez, Mario
Historical Retention Report, 1993-94.
PUB DATE- Sep 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Failure; Educational History; *Educational Trends; Elementary Secondary Education; *Grade Repetition; *Low Achievement; Nontraditional Education; School Districts; *Student Promotion; Tables (Data); Trend Analysis; Underachievement
IDENTIFIERS- *Austin Independent School District TX

A report of retention rates is produced at the end of each school year in the Austin Independent School District (AISD), Texas. Information is gathered after the beginning of the school year to reflect counts of actual retainees from the previous year. Overall retention rates for the beginning of the 1993-94 school year are: (1) elementary, 0.5%; (2) middle school, 2.8%; (3) high school, 14.6%; and (4) school system overall, 4.3%. Retention rates for elementary and middle schools continue to decline, but the rate for high schools continues to increase, causing a rise in the district-wide rate. Implications of retention are discussed, arguing that retention of students is

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; *Predictor Variables; *Regression (Statistics); *Research Methodology; Statistical Analysis; *Statistical Significance
IDENTIFIERS- Confidence Intervals (Statistics); *Jackknifing Technique; *Research Replication; T Test

Contrary to popular opinion, significance testing does not inform the researcher of the likelihood of the replication of results from current research findings. Result replicability has been ignored by researchers because of an overreliance on significance testing. Several alternatives have been offered to provide the researcher with more information than the limited contribution of significance testing. One such method employed to determine the stability of results within different subtests of the existing data is the "jackknife." Using a hypothetical data set of 15 cases and 2 predictor variables, the jackknife technique is applied to the interpretation of regression results. The jackknifed coefficients are computed to evaluate the stability of beta weights and the R-squared value. In addition, confidence intervals and t-statistics are calculated to facilitate the interpretation of the jackknifed coefficients. (Contains 17 references and 5 tables.) (Author/SLD)

ED 380 491 TM 022 851

Campbell, Todd; And Others
The Factor Structure of the Bem Sex-Role Inventory (BSRI): A Confirmatory Analysis.
PUB DATE- Jan 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Androgyny; *College Students; *Construct Validity; *Factor Structure; Goodness of Fit; Higher Education; Models; Scores; *Sex Role; Test Format; Test Length
IDENTIFIERS- *Bem Sex Role Inventory; *Confirmatory Factor Analysis

In the early 1970s A. Constantinople wrote a seminal article that led to the development of the construct of psychological androgyny. The Bem Sex-Role Inventory is a popular measure of the construct, but the measure remains controversial. The construct validity of scores from the measure was explored using confirmatory factor analysis on data from 791 college students. Neither a model positing zero factors nor a model positing a single factor fit the data. The correlation between the two factors identified was negligible, suggesting that the two constructs may be orthogonal. Fit statistics presented do not make one optimistic about the validity of scores from the measure, at least when computed with conventional scoring keys. More favorable results might be obtained from the short form of the measure. Two tables are provided. One appendix presents the analysis of the correlation matrix, and the other gives parameter estimates. (Contains 23 references.) (SLD)

ED 380 492 TM 022 853

Ekstrom, Ruth B.; Villegas, Ana Maria
College Grades: An Exploratory Study of Policies and Practices. College Board Report No. 94-1.

aims to determine the level of English oral language proficiency as it relates to accepted levels of NonEnglish speaking (NES), limited English speaking (LES), and fluent English speaking (FES) designations in order to place students in an appropriate classroom setting. The test was designed for students in kindergarten through grade 6. The sample of test takers for standardization ranged from age 5 to age 12. The C and D forms are parallel tests that measure the correctness, appropriateness, and completeness of items through syntax, morphological structure, lexical content, and phonological structure. Students are tested individually by an examiner who should be bilingual in English and the native language of the student. Test materials are of good quality and are easy to use, and the test is simple to administer and score. Thirty-three school districts have participated in field tests, and reliability and validity have been supported by the field tests. The major weakness of the test is the difficulty of interpreting tables in the test manual. (Contains 3 references.) (SLD)

ED 380 513 TM 022 884

Reber, Anne M.
A Review of the Wechsler Intelligence Scale for Children-Third Edition (WISC-III).
PUB DATE- Jan 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- of good quality and are easy to ,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Intelligence Quotient; *Intelligence Tests; *Scoring; Test Construction; Test Content; Test Interpretation; Test Reviews; *Test Use; Test Validity; *Verbal Tests
IDENTIFIERS- Performance Based Evaluation; *Wechsler Intelligence Scale for Children III

The Wechsler Intelligence Scale for Children-Third Edition (WISC-III) is an individually administered test of intelligence for assessing children aged 6 through 16 years, 11 months. The WISC-III consists of several subtests, each classified into a verbal or performance scale. The child's performance on these measures is summarized in three composite scores, Verbal, Performance, and Full Scale intelligence quotient (IQ). Use of the WISC-III requires an examiner trained in administration and interpretation of standardized clinical instruments. Major features of the previous versions have been retained in the third edition, with changes described in detail in the manual. The new manual also includes a full discussion of validity issues. For the majority of items, scoring is objective, and little interpretation is necessary. Computerized scoring is available. Norms for this edition are from a standardization sample representative of the United States population of children (2,200 cases from 31 states). A practical evaluation of the WISC-III indicates that complexity of use is a major drawback to this widely used test. (Contains 7 references.) (SLD)

ED 380 514 TM 022 885

Bartlett, Jane Finegan
A Review of the Strong Interest Inventory (SII), 1994 Edition-

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Core Curriculum; Curriculum Design; Curriculum Development; Educational Policy; *Secondary Education; Secondary School Curriculum; *Social Studies; State Curriculum Guides; State Departments of Education; *State Standards
IDENTIFIERS- Utah

The Utah 1991 revised social studies core curriculum guide specifies standards that must be completed by all students in grades 7-12 in order to meet Utah graduation standards. A review of the K-6 social studies curriculum also is included. The core curriculum is intended to represent ideas, concepts, and skills that provide a basic social studies foundation upon which subsequent learnings may be built. An introductory section includes: (1) a statement of philosophy; (2) a description of elementary and secondary school programs of studies and graduation requirements; (3) a listing of state laws related to the core curriculum, teacher qualifications and requirements, and instructional time; and (4) a listing of required elementary school, middle education, and high school core curricula requirements. For K-6, mastery of core concepts is required; for grades 7-8, 1.5 units of U.S. history and Utah studies are required; and for grades 9-12, three units of world cultural geography, ancient or modern world civilizations, European history, U.S. studies, or American history are required. Core options include American government and law, American government and politics, economics, psychology, sociology and world cultural geography II. For grades 7-12, each course is described separately, along with its standards and objectives. (EH)

DESCRIPTORS- *Citizenship Education; *Civics; *Democracy; Democratic Values; Developing Nations; Elementary Secondary Education; Foreign Countries; Global Approach; Learning Activities; Social Studies
IDENTIFIERS- *Botswana; National Education Goals Stu Achiev Citizen 1994

This document is an exercise for teachers who are seeking to increase student understanding of the rise and expansion of democracy in new or emerging nations. The exercise complements the National Education Goals for Student Achievement and Citizenship. By design, the exercise challenges students to plan and to conduct (based on the timeless principles of democracy) the democratization of a private business organization, the Botswana Confederation of Commerce, Industry and Manpower (BOCCIM) in the emerging African nation of Botswana. The exercise spans the areas of civics and government, economics, history, and geography. The overall purpose of the exercise is to provide students with three interdependent learning experiences, achieved via a combination of interactive discussions and team exercises: (1) applying the principles of democracy to the election of representatives to serve on a governing board; (2) democratizing the governance and structure of a private business organization; and (3) orientation to a successful, emerging nation in Africa. Three additional challenges for students include the following studies of Botswana: (1) researching its origin, culture, and traditions; (2) reporting on its geography, industries, and trade; and (3) comparing the mission and role of national business organizations in the United States, such as the U.S. Chamber of Commerce, with BOCCIM. Incorporated into the exercise are activities to strengthen the learning of interpersonal and team skills of students. The primary skill building activities are critical thinking, problem solving, decision making, library research, team building, and presentations. (DK)

IDENTIFIERS- Canada; *National Identity; New York (New York); Russia

Reporting on a pilot study of urban junior high students, this report examines the way young people acquire perceptions of their own and other nations and attempts to identify the sources of those ideas. This action research approach used a survey research instrument with a 20-item semantic differential form to measure students' knowledge of and judgments about the United States, Canada, and Russia. In this 1991-92 pilot study, a convenience sample of 163 New York metropolitan area middle and secondary school students were sampled for response to the survey. Analysis of responses showed that the majority of students saw the United States in a relatively more favorable light than Canada or Russia. Questions for each country addressed the topics of demographics, politics, and ethics. Students tended to view Russia the most negatively but did seem to show an understanding of the many problems faced by the changes occurring in that nation. Television, newspapers, and teachers were reported as the most important sources of knowledge for the students' acquisition of their perceptions. The implications for social studies education are explored. Contains 16 references. (EH)

Federal Aid; Federal Legislation; Females; Higher Education;
*Leadership; Networks; Organizations (Groups); Program
Development; *Sex Discrimination; Social Support Groups; Sports
Medicine; *Trend Analysis; *Womens Athletics
IDENTIFIERS- *Title IX Education Amendments 1972

This digest examines the status of girls' and women's athletics more than 20 years after the 1972 passage of Title IX of the Education Amendments to the Civil Rights Act of 1964, which prohibits sex discrimination in education programs or activities receiving federal financial assistance. It notes trends in Title IX implementation, the impact of Title IX on athletes and coaches, the loss of female role models in sport leadership, attributes of coaches that influence their effectiveness, the need for a more supportive social climate for women coaches, and creating change for the future. An article by Chris Shelton titled "In Pursuit of Gender Equity: Programs Promoting Girls' and Women's Sport" describes two national and six state and community programs that have formed networks of support, political action, and education. "Title IX and Sports Medicine: The Rules of the Game" by Margaret C. Dunkle comments that the provision of medical and training services is one factor that the Office for Civil Rights considers in determining athletes' equal opportunity. A list of 10 organizations and 7 print materials concludes the digest. (JDD)

for Instructional Classroom Management; (5) Instructional Classroom Management Assessment; (6) Reinforcement in Instructional Classroom Management; (7) Punishment: A Transition Tool Only; (8) Instructional Classroom Management: The 180-Day Plan; (9) Managing Persistent Behavior Problems: Strategies and Examples; (10) Schoolwide Discipline Policies: An Instructional Classroom Management Approach (Randall S. Sprick). An index is included. Contains 75 references. (JB)

ED 380 432 SP 035 822

Welch, Frances C.; Tisdale, Pamela C.
Partnering with Schools, Districts and Educators for Effective and Continuing Professional Development.
PUB DATE- 15 Feb 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (45th, Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College School Cooperation; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Financial Support; Higher Education; *Partnerships in Education; School Districts; Secondary School Teachers; *Teacher Improvement
IDENTIFIERS- South Carolina (Charleston); *University of Charleston SC

The Professional Development in Education Program at the University of Charleston (South Carolina) was developed to make meaningful connections between K-12 and higher education faculty. The program began in 1985 when school districts in the coastal region of South Carolina agreed to collaborate and cooperate to improve, increase, and enhance professional development opportunities for educators. It has evolved into a system that is flexible enough to meet the needs of a wide variety of educators in many settings yet structured enough to meet the academic regulations of an institution of higher education. A central feature of the program allows districts, schools, or individuals to request specialized courses that carry graduate credit. These are developed according to the requester's needs while the university's requirements are met through an approval and review process. Instructors must meet university employment criteria; when they do not, a college faculty member may serve as a mentor or co-teacher. Program strengths include quick response to educators' needs, teachers-teaching-teachers, possibility for in-depth study and review of an area, strong application and evaluation possibilities for new approaches, and active involvement of university faculty in school restructuring. Since 1989 over 650 sections of courses have been offered with over 13,500 educators enrolled. (JB)

Relationship; Schools of Education; Student Teaching; Teacher Education Programs
IDENTIFIERS- Partner Schools; Preservice Teachers; *Wright State University OH

"Partners Transforming Education: School-University-Community" is a process model being implemented by the College of Education and Human Services of Wright State University (Ohio) to plan and articulate the simultaneous renewal of the education of educators and the prekindergarten-grade 12 (PreK-12) sector. The model has involved over 430 representatives of education, business, human service agencies, and the military in providing input on changes needed to create a culture of collaborative educators responsive to society's needs. The College of Education has invited the PreK-12 sector, the university at large, and the community to work collaboratively in building a program that will prepare more qualified preservice teachers and renew education faculties and administrators. The project involves newly designed teacher education curricula, a newly conceptualized post-baccalaureate professional school model, and partnership school sites. At one participating school, Shilohview Elementary School (near Dayton, Ohio), 19 teachers completed a one-credit graduate-level workshop about the process of "simultaneous renewal" and field experiences were provided for undergraduate teacher interns. The project was evaluated by analyzing reactions of teacher interns, a survey of teachers, a focus group interview with teachers, and assessment of interns' achievements. The project was viewed as benefiting all learners from prekindergarten through teacher preparation. (JDD) not consistent with the strategic objective that every student will function at the highest possible level of achievement. Alternatives to retention are recommended. Five appendixes contain supplemental information and background materials. Seven figures and 21 retention charts present study findings. (SLD)

ED 380 470 TM 022 762

Wilkinson, David; Griffith, Julia
Overage Ninth-Grade Dropout Prevention Programs, 1993-94.
PUB DATE- Sep 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Cost Effectiveness; *Dropout Prevention; Dropout Programs; Dropouts; *Grade 9; Grade Repetition; High Risk Students; High Schools; *High School Students; *Nontraditional Education; *Program Effectiveness; Program Evaluation; Program Improvement; Resource Allocation
IDENTIFIERS- *Austin Independent School District TX; *Overage Students

In 1993-94, the Austin (Texas) Independent School District (AISD) allocated money to four operations areas for five dropout prevention programs for overage ninth graders. Three of the five area dropout programs had positive effects on the dropout rates of students served. The dropout rates for these programs were lower than the sixth six-weeks dropout rate for high school students districtwide, and fewer students dropped out than predicted from their at-risk characteristics. The following year, students in two of these programs were recommended for retention in grades at lower rates than those of the district overall, but other indicators of program effectiveness do not show influence of the programs overall on achievement, attendance, grades, or discipline incidents. Several of the programs served a small number of students, and were consequently very expensive. In addition, not all students served were at risk or ninth graders. Recommendations center on identifying and targeting a greater percentage of at-risk and overage ninth graders and on using the lessons from effective programs to improve the others. Eleven figures and five evaluation summary charts present results of the program evaluations. (SLD)

PUB DATE- 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change; *College Faculty; Criterion Referenced Tests; Educational Policy; Educational Practices; *Educational Trends; *Grades (Scholastic); *Grading; Higher Education; Informal Assessment; Norm Referenced Tests; *Standards; Student Evaluation; Student Evaluation of Teacher Performance; Teacher Expectations of Students; Trend Analysis

Policies and practices related to grading at 14 colleges and universities (8 public and 6 private) and how they have changed between 1980 and 1990 were studied along with the grading orientations and practices of over 500 faculty members. Changes between 1980 and 1990 that may have affected grades include greater prescription of the curriculum, greater differentiation in grading systems, and increased use of student evaluations of faculty members. While none of the department chairpersons said there were specific departmental grading policies, about one quarter of the faculty felt that there was a policy of grading against specific standards, and about two-thirds said that their departments expected them to grade against specific standards, even though there was no defined policy. Some faculty members perceived grades as formal and objective, while others thought they could not be reduced to objective measures. Most believed that grades are higher than they used to be because faculty expects less of students today. Eighty-one percent of faculty said they sometimes used a criterion-referenced approach, but only 64% said they used it most often. Twenty-nine percent used a norm-referenced approach most often. Twenty-four tables present study findings. (Contains 91 references.) (SLD)

Form T317.
PUB DATE- Jan 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- on is necessary. Computerized s Norms for this edition are from a standardization sam,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Career Choice; *Career Counseling; *Interest Inventories; *Sample Size; Test Construction; Test Reliability; Test Reviews; *Test Use; Test Validity
IDENTIFIERS- *Strong Interest Inventory

The Strong Interest Inventory (SII) is the most widely used instrument of its type in existence. The inventory is individually administered and can be used with high school students, college students, and adults. It is typically used in vocational counseling. The new 1994 version resembles the original published in 1927 both in the construction of the instrument and in the thorough empirical procedures traditionally employed in its development. Some changes have been made to maintain the contemporary focus and to make the presentation of the information more accessible. From a practical point of view, the test booklet and answer sheet are well-organized and attractive, with clear and concise directions. About 40,000 occupational group members met the selection criteria for the 1994 version. The male reference sample numbered 9,484 individuals, while the females numbered 9,467. Validity and reliability are supported through these samples. The new version appears to represent contemporary issues in vocational counseling, and seems to add an emphasis on the usefulness of the SII for exploratory purposes. (Contains 4 references.) (SLD)

ED 380 515 TM 022 887

Ingels, Steven J.; And Others
A Profile of the American High School Sophomore in 1990. National Education Longitudinal Study of 1988.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 308p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Blacks; College Preparation; Course Selection (Students); English; *Grade 10; High Schools; *High School Students; *Mathematics; Profiles; Racial Differences; Sciences; Second Language Learning; Sex Differences; Social Studies; Socioeconomic Status; Statistical Data; *Student Characteristics; Whites
IDENTIFIERS- *High School Sophomores; *National Education Longitudinal Study 1988

This report profiles the American high school sophomore in the 1989-90 school year using data from the National Education Longitudinal Study. It describes the tested achievement of sophomores in mathematics and patterns of course-taking in mathematics, as well as English, science, and social studies. The report summarizes sophomore reports of how they and their families make decisions about school, work, and college plans.

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TEANGA: The Irish Yearbook of Applied Linguistics, 1994 = Bliainiris na Teangeolaiochta Feidhmi in Eirinn, 1994.
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Law of the Student Press. Second Edition.
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Rural Education Data User's Guide. Working Paper No. 95-12.
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K-12 Planning Guide for Videodisc Usage for Teachers and Administrators. 1995 Edition.
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(010) Books

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Analytical Reading Inventory: Assessing Reading Strategies for Literature/Story, Science, and Social Studies. For Use with All Students Including Gifted and Remedial. Fifth Edition.	287p.	L3	ED 379 614
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The Collection Program in Schools: Concepts, Practices, and Information Sources. Second Edition. Library Science Text Series.	376p.	L3	ED 380 118
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Counselor Preparation, 1993-95. Volume II: Status, Trends, and Implications. Eighth Edition.	279p.	L2	ED 379 579

(040) Dissertations/Theses - Undetermined (Continued)

Perspektiv pa Las och Skrivinlarning: En Litteraturstudie som Belyser Las och Skrivinlarning utifran Fyra Teoretiska Perspektiv Samt en Instrument-Provande Barnstudie (Perspectives on Learning To Read and Write: Literature Review on Reading and Writing Acquisition through Examination of Four Theroretical Perspectives and Attitude Measures of Preschool Children).	153p.	L1	ED 379 936
Reading Aloud to Fourth Grade Students.	43p.	L1	ED 379 640
Sex-Role Stereotypes in Children's Literature and Their Effect on Reading Comprehension.	106p.	L1	ED 379 638
Sexist Attitudes towards Reading and Writing in the Young Adult and Adult Learner Population.	37p.	L1	ED 379 630
Spelling Instruction and Development.	43p.	L1	ED 379 644
The Use of an Electronic Speller Paired with a Personal Spelling Dictionary of High-Frequency and Personal Interest Words To Increase Students' Awareness of Standard Spelling.	33p.	L1	ED 379 645
Using Dialogue Journals To Enhance Writing Skills.	41p.	L1	ED 379 679
Women's Roles in Basal Readers.	36p.	L1	ED 379 647
Workplace Basic Skills Assessment Tools. Library Research Report.	114p.	L1	ED 379 444

(041) Dissertations/Theses - Doctoral Dissertations

First-Year Student Experiences in Community College: Making Transitions, Forming Connections, and Developing Perceptions of Student Learning. Draft.	87p.	L1	ED 380 179
Learner Helping Learner: A Sociolinguistic Analysis of Low-Literate Adult Learners Using Educational Computer Programs in the Learning of English as a Second Language.	513p.	L1	ED 379 968
Post-Traumatic Stress Disorder in Children as a Result of Violence: A Review of Current Literature.	59p.	L1	ED 379 822
Recent Mexican Immigrant Students' Opinions of Their Use and Acquisition of English as a Second Language in an "English Only" American High School: A Qualitative Study.	334p.	L1	ED 379 910
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The First 120 Minutes: A Guide to Crisis Management in Education.	134p.	L3	ED 379 740
Focus on Curriculum Design for Middle School Programs.	20p.	L1	ED 380 225
For All Students: Limited English Proficient Students and Goals 2000. Occasional Papers in Bilingual Education FOCUS No. 10.	35p.	L1	ED 379 922
From Research and Relaxation to Combination and Creativity: American Versions of Suggestopedia.	30p.	L1	ED 379 919
Grantseeking Primer for Classroom Leaders.	131p.	L3	ED 379 762
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Guide to Publishing Opportunities for Librarians.	221p.	L3	ED 380 142
A Guide to Quality Early Childhood and Elementary School Programs.	25p.	L1	ED 380 185
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Health Education Planning: A Guide for Practicing Quality Health Education.	212p.	L1	ED 380 429
Healthcare Professional Module. Teams in Early Intervention.	41p.	L1	ED 379 896
Helping Gifted Children and Their Families Prepare for College: A Handbook Designed To Assist Economically Disadvantaged and First-Generation College Attendees. Number RM93201.	169p.	L1	ED 379 848
Helping Kids Help Themselves.	195p.	L3	ED 379 585
Helping Your Child Find Success at School: A Guide for Hispanic Parents. Number RM94202.	36p.	L1	ED 379 852
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(071) Informational Analyses - ERIC IAPS (Continued)

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Parents as Tutors in Reading and Writing. Learning Package No. 51.	153p.	L1	ED 379 589
Reauthorized Migrant Education Program: Old Themes and New. ERIC Digest.	4p.	L1	ED 380 267
Revision in the Writing Process. ERIC Digest.	4p.	L1	ED 379 664
School Violence Prevention. ERIC Digest, Number 94.	3p.	L1	ED 379 786
Sports Counseling: Helping Student-Athletes. ERIC Digest.	3p.	L1	ED 379 532
Teaching Low-Level Adult ESL Learners. ERIC Digest.	4p.	L1	ED 379 965
Two-Way Bilingual Education Programs in Practice: A National and Local Perspective. ERIC Digest.	3p.	L1	ED 379 915

(072) Book/Product Reviews

A Review of the Detroit Tests of Learning Aptitude-3 (DLTA-3).	12p.	L1	ED 380 511
A Review of the IDEA Oral Language Proficiency Test Forms C & D-English.	9p.	L1	ED 380 512
A Review of the Middle Childhood Home Inventory.	14p.	L1	ED 380 510
A Review of the Strong Interest Inventory (SII), 1994 Edition-Form T317.	11p.	L1	ED 380 514
A Review of the Wechsler Intelligence Scale for Children-Third Edition (WISC-III).	10p.	L1	ED 380 513

(131) Reference Materials - Bibliographies (Continued)

Distance Education: An Annotated Bibliography.
191p. L3 ED 380 113

Interventions with Challenging Behavior of Persons with Developmental Disabilities: An Updated Bibliography (1988-1992).
17p. L1 ED 379 872

Librarian-Teacher Partnerships: An Annotated Bibliography.
6p. L1 ED 380 137

Multicultural Strategies for Community Colleges.
90p. L2 ED 380 175

North American Indians: Smithsonian Institution Teacher's Resource Guide.
58p. L1 ED 380 362

Outcomes-Based Education.
5p. L1 ED 379 765

Portfolio Resources Bibliography: Innovative Assessment. Fall 1994 Edition.
113p. L1 ED 379 797

Regulating Water Quality: Policy, Standards, and Laws. January 1993 - January 1995.
40p. L1 ED 380 298

Resources for Family and Consumer Science Teachers, 1995.
8p. L1 ED 379 503

Resources in Education (RIE). Volume 30, Number 7.
0p. L2 ED 379 397

Transition Resources: A Guide for Everyone. Monograph Number 1994-l1. Transition: The Idea Way.
137p. L1 ED 379 868

Warming the Climate for Women in Academic Science.
44p. L2 ED 379 998

(132) Reference Materials - Directories/Catalogs

1995 Summer Opportunities for American Indian Students.
9p. L1 ED 380 263

Academic Year Abroad, 1995/96. The Most Complete Guide to Planning Academic Year Study Abroad. 24th Edition.
654p. L2 ED 379 971

Campus Practices for Student Success: A Compendium of Model Programs.
125p. L1 ED 380 018

Florida Community Colleges: Resource Guide to Programs and Services for Students with Disabilities. First Edition.
74p. L1 ED 379 888

Folklife Sourcebook: A Directory of Folklife Resources in the United States. Second Edition. Publications of the American Folklife Center, No. 14.
172p. L1 ED 380 257

(141) Reports - Descriptive (Continued)

Within Reach: The Story of PROPEL, a Non-Formal Education Project for Rural Children in India. Education for All: Making it Work. Innovation Series, 3.
37p. L1 ED 380 208

WorkForce Challenge: A Community Partnership and Annual Report, May 1993.
77p. L1 ED 380 157

Writing for Critical Democracy: Student Voice and Teacher Practice in the Writing Workshop.
13p. L1 ED 379 660

Year of the Family.
49p. L1 ED 380 260

(142) Reports - Evaluative

The 1993 Parent Meetings for Planning the Saint Paul/Ramsey County Children's Initiative. Final Report.
27p. L1 ED 380 213

Accent on Quality. A Report of the Sixth Quadrennial Evaluation Committee.
101p. L1 ED 380 032

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18p. L1 ED 379 983

An Alternative Method for Scoring Adaptive Tests. Research Report RR-94-48.
40p. L1 ED 380 498

Alternative Modes of Assessment, Uniform Standards of Validity. Research Report.
26p. L1 ED 380 504

An Analysis of the Cost Effectiveness of Various Electronic Alternatives for Delivering Distance Education Compared to the Travel Costs for Live Instruction.
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Building Nuclear Communities: The Hanford Education Action League.
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The Effect of a Paired Reading Program on Reading Achievement in a First Grade Classroom.
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(042) Dissertations/Theses - Masters Theses

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39p. L1 ED 379 634

The Effect of Small Group Instruction on Reading Comprehension.
30p. L1 ED 379 641

The Effects of School Entry Age and Gender on Reading Achievement Scores of Second Grade Students.
44p. L1 ED 379 633

ESL: English as a Subversive Language.
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33p. L1 ED 379 632

Lifelong Learning and Workforce Advancement in Oregon: Challenges and Opportunities.
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Naming the Land. A Study of West Virginia Place Names.
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Reader Response Theory in the High School English Classroom.
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Toward a Model of Science and Mathematics Integration in School Curriculum.
102p. L2 ED 380 289

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(043) Dissertations/Theses - Practicum Papers

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The Key to the Future: Revised Minimum Standards for Youth Services in Public Libraries of New York State.	80p.	L2	ED 380 101
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Keys to Quality in School-Age Child Care. Viewer's Guide for School-Age Professionals.	119p.	L2	ED 380 183
La Evaluacion del Desarrollo de los Alumnos Preescolares (Assessing the Development of Preschoolers). ERIC Digest.	3p.	L1	ED 380 239
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Laws about Tobacco, Alcohol, and Other Drugs: A Guidebook for California's Parents and Educators. Revised.	33p.	L1	ED 379 560
Leamos!--Let's Read! Parent-Meeting Leaders Guide.	67p.	L1	ED 379 592
Less Heat, More Light: Resolving Our Differences in the Community. Handbook on Religion in the Public Schools.	35p.	L1	ED 380 397
Library Information Resource Book For Staff.			

(080) Journal Articles

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Audiation, Music Learning Theory, Music Aptitude, and Creativity.	32p.	L1	ED 380 341
Gender Bias: Inequities in the Classroom.	5p.	L1	ED 380 353
Getting Students To Read Actively.	32p.	L1	ED 379 911
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